

Role Modeling Action Guide: Promoting Healthy Eating and Physical Activity













Developed by the
Milwaukee County Nutrition and Physical Activity Coalition
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Childhood Obesity

Childhood obesity is a rising epidemic in our country. In order to stop this epidemic, we need to promote the health and wellness of all individuals through such things as obesity prevention. One form of obesity prevention that can have a tremendous impact is role modeling. Role modeling consists of parents, caregivers, and youth modeling healthy behaviors related to such things as physical activity and nutrition for children and other youth.

Our goal is to provide a resource for members of the community to use to promote role modeling of healthy and active lifestyles. This guide combines many available curriculums, tools, and educational materials for individuals and agencies to use to promote role modeling. Any tools within this guide are for your use and may be altered. Any material that is credited as belonging to another organization or agency may not be altered.



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Role Modeling: The Basics

What is Role Modeling?

Role modeling comes from the concept of observational learning in Albert Bandura's social learning theory. Observational learning holds that children and other youth learn by watching and modeling another's behavior.1 Children and other youth learn behaviors concerning physical activity and nutrition from role models, such as their parents, caregivers, or other peers. Role modeling allows parents, caregivers, and peers to promote positive health behaviors for children and other youth.

Am I a good role model?

An assessment is offered on the following pages to help identify if you are modeling positive physical activity and nutrition behaviors for children and other youth.

How do I influence children or peers?

There are many ways that parents, caregivers, and peers can influence children and youth. Here are six areas of influence:2

- **Information:** What do children and youth hear from many of us? We influence children and youth by what we say to them.
- Example: What behaviors do children and youth see around them? We influence them by what we do, more often than with what we say.
- **Experience:** What early experiences have taught children and youth about their strengths and abilities? What opportunities allow them to practice those skills that you are trying to foster?
- **Attitudes:** What beliefs do children and youth gather from others about their own potential? When children and youth believe what others believe, they act in accordance with those beliefs.
- Rules and Consequences: What are the rules and expectations in the family or peer group? What are the rewards when meeting expectations? What are the consequences for not following the rules? The result of children and youth's choices can influence their future actions.
- **Grace:** How do we respond when the rules aren't followed or choices are made without our approval? How we handle the mistakes that children and youth make in this process influences whether or not they reenter the cycle of influence.











Role Modeling: Am I a Good Role Model?

Answer the following questions to find out if you are modeling positive physical activity and nutrition behaviors for children and other youth:

	Yes	No
Do I participate in physical activity 30-60 minutes each day?		
Do I eat foods and drink beverages recommended by MyPyramid?		
Do I limit eating unhealthy foods such as sweets, soda, and other junk foods?		
Do I eat breakfast everyday?		
Do I follow proper portion sizes for different foods?		
Do I limit my amount of screen time to less than two hours a day?		
Do I eat only when I am hungry and not when I am sad, stressed, or angry?		
Do I plan family meals often during the week?		
Do I encourage healthy habits such as walking or biking instead of driving?		
Do I avoid sweetened beverages?		
Do I cook fresh meals at home instead of going out to eat for fast food?		
Do I go out and exercise instead of sitting in front of the computer or T.V.?		
Total		

Scale: Total number of "yes" answers

- **9-12:** You are doing a wonderful job role modeling a healthy and active lifestyle for children and other youth. Keep up the great work!
- **5-8:** You are on the right track to becoming an excellent role model for children and other youth. Look at the questions you answered "no" to and identify the areas in your life where you can become a better role model. Keep working hard!
- **0-4:** You need to do a little work to become the best role model you can be for children and other youth. In order to become a better role model, you need to first take a look at your own behaviors and see where you can improve in order to lead a more healthy and active lifestyle. Don't give up! You can do it!













Why is this important?

Childhood obesity and overweight is a growing epidemic in our country, affecting many of the nation's youth and adolescents. Recent data has shown an increase in the number children who are obese: 19.6% of children age 6-11 are overweight, as are 18.1% of those age 12-19.3 Childhood obesity can result in more severe health problems later in life if not addressed at a young age. These include type-2 diabetes, heart disease, and stroke, among others.4

One way that we can work to prevent childhood obesity and overweight is by having parents, caregivers, and peers act as role models for children and youth to promote healthy lifestyles, especially in the areas of physical activity and nutrition. In order to make a difference, we need to first evaluate our own health behaviors and make sure that they are following all current recommendations and guidelines.

To learn more about role modeling and its benefits for you, your children, and other youth, visit these sites:

http://www.kidnetic.com/Parents/home.aspx

The site offers a guide for parents on how they can be role models for their own children and other youth. Lots of valuable information is included, such as ways to get your family up and active and ideas for cooking nutritious family meals and snacks. Other resources such as a self-assessment of personal health behaviors and tips for good communication with children and youth are included.

Sources:

- 1: Rimal, R (2003).Intergenerational Transmission of Health: The Role of Intrapersonal, Interpersonal, and Communicative Factors. *Health Education & Behavior. 30*, 10.
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Literature Review

Healthier Wisconsin Leadership Community Teams Project Review of Literature – Role Modeling

Though the roles of physical activity and nutrition in achieving and maintaining optimal weight and health are well understood, over 30% of all United States adults are considered obese. Fewer than 20% of the US adult population gets regular physical activity (PA) and eats five or more fruits and vegetables. Low levels of fruit and vegetable consumption, eating higher than recommended levels of fat, and lack of access to fresh food contribute to unhealthy diets and increased morbidity and mortality. ^{1,8-12}

Many ethnic and racial groups live in poor urban communities around America, and people in such neighborhoods suffer from significant health disparities when compared to whites. Both African Americans¹³ and Latinos¹⁴ are more likely to be overweight or obese. Asians, including Hmong, have higher rates of death from stroke and diabetes.¹⁵ Children in such communities are more likely to live in poverty, and in all ages, the incidence of Type 2 diabetes, heart disease, and stroke is increased. Successful prevention, treatment strategies, and activities are important to change current trends.¹⁶

For youth, approximately 65% of US high school students do not meet recommended levels of physical activity, leading to an increased risk of premature disability and death due to heart disease, diabetes, cancer, and high blood pressure. In 2007, 72% of Milwaukee's 9th to 12th grade students did not participate in recommended levels of physical activity. Milwaukee's African American females are rated poorest: 79% fail to meet PA (physical activity) guidelines that would protect them from disabling and deadly disease now and into adulthood. Preventable disease is rampant within Milwaukee's African American adult community, where, for example, death rates for diabetes are almost three times higher than Wisconsin overall.

Recent data suggests that a very low percentage of Americans are meeting recommendations for both fruits and vegetables, with less than 0.9% of adolescents, 2.2% of adult men, and 3.5% of adult women meeting established recommendations. The percentage of participants meeting fruit recommendations alone was higher, ranging from 6.2% (adolescents) to 12.3% (adult women). Among individuals who consumed fruit, the median intake ranged from 0.51 cup among adolescents to 0.61 cup among adults, and the pattern of intake was similar by subtype for whole fruits and 100% fruit juices, although adolescents consumed less whole fruit and more juice than adults.

Behaviors by significant others within a child's sphere of influence may negatively or positively impact the formation of the child's behavior. Patterns of adult physical inactivity and obesity were strong and positive predictors of child inactivity, overweight and obesity.²¹ Low parental support and low peer support were associated with reduced odds of being regularly active after school while low peer support during lunchtime was associated with reduced odds of being











categorized as active.²² Conversely, parental activity and peer support were also positive influences. Adolescents who receive parental encouragement to exercise and who had an exercising friend engaged in significantly more days of physical activity each week than did their counterparts.²³ Further, social support for PA significantly affected adolescents' perceptions of and engagement in PA.^{23,24} While support for PA may take the form of actual participation, logistical support of girls' activity (i.e., enrolling young girls in sports and driving them to the events) also increased overall participation in PA for 9 year old females.²⁵ Finally, African American parental self-efficacy for supporting daughters to be active was positively correlated with activity of the girls.²⁶

Parental and peer behavior patterns for fruit and vegetable consumption also influence a child's patterns. Each unit increase in fruit and vegetable consumption in mothers was associated with a 10 to 20% increase in fruit and vegetable consumption in children.²⁷ Role modeling may also take the shape of a comic character available in a video adventure. Primary school children who watched video adventures featuring the heroic Food Dude for 16 days, and received small rewards for eating fruits and vegetables, consumed significantly more lunchbox fruit, vegetables and juice relative to baseline and a control school.²⁸ The increased fruit and vegetable consumption was also reflected at home.²⁹

The influence of culture and parental preferences also shapes children's consumption of fruits and vegetables. African-, Euro-, Mexican-, and Asian-Americans students in Grade 4-6 reported some modeling of eating fruit, juice, vegetable (FJV) by parents (mostly mothers) and students' reports that parental example (not eating FJV) was an important reason why many children did not eat FJV, and that most children preferred sweets and junk foods. 30,31 For middle school children, perceived parent modeling, perceived parent support, selfefficacy, and perceived fruit and vegetable availability were significant predictors of fruit and vegetable consumption. The relationship between fruit and vegetable consumption and both perceived parent modeling and support was moderated by perceived fruit and vegetable availability. 32 In a survey of 3,122 women enrolled at 15 WIC sites in Baltimore and 6 counties in Maryland an increase of 1 standard deviation in self-efficacy resulted in a mean increase of 0.76 servings, and an increase of 1 standard deviation in perceived barriers resulted in a decrease of 0.50 serving. Researchers suggest that practitioners would be well suited to work on increasing clients' self-efficacy, positive attitudes, and knowledge relating to fruits and vegetables while trying to reduce perceived barriers to consumption of fruits and vegetables.³³

Parents, peers, and significant others in youth's lives can positively and negatively influence nutrition and physical activity practices. Practitioners and those concerned with the sustained, healthy futures of youth within their circle of influence may influence youth behavior through increased fruit and vegetable consumption along with undertaking a physically active lifestyle.













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Additional Literature Resources

Below are some brief summaries and links to various published articles concerning the impact of role modeling on physical activity and nutrition.

Publication/Author: Benton, D (2004). Role of parents in the determination of the food preferences of children and the development of obesity. *International Journal of Obesity.* 28, 858-869.

Summary: Role of parental behavior in the development of food preferences is important. Parenting style is a critical factor, and children are likely to eat in emotionally positive atmospheres. Siblings, peers and parents can act as role models to encourage eating habits. Previously, educational strategies have involved providing basic nutrition information. Since information itself does not result in behavior change, strategies should focus on teaching parents about child development so that they can develop an understanding of the characteristic innate tendencies and developmental stages of children. This understanding can then be used to teach healthy food choices.

Web Address: http://www.nature.com/ijo/journal/v28/n7/full/0802532a.html

Publication/Author: Characteristics of an effective Health Education Curriculum. CDC's School Health Education Resources (SHER) Web Site, Center for Disease Control. Accessed March 2, 2009.

Summary: Education curriculum characteristics are listed, and input from experts of health education is identified. Specifically: (1) Clear health goals and outcomes; (2) Research-based and theory-driven strategies are built; (3) Addresses values and group norms; (4) Addresses social pressures and influences; (5) Builds self-efficacy; (6) Provides basic health knowledge; (7) Student centered interaction; (8) Age-appropriate information, strategies, teaching methods, and materials that are culturally inclusive; (9) Make positive connections with peers, parents and other role models.

Web Address: http://www.cdc.gov/HealthyYouth/SHER/characteristics/

Publication/Author: Prevention of Childhood Obesity HOD Backgrounder, American Dietetics Association House of Delegates, *Eat Right February 2009* **Summary:** This article is a discussion of the childhood obesity epidemic. The article discusses how to prevent obesity in adulthood, and lists several treatment resources: *Healthy Weight – It's not a diet, it's a Lifestyle* includes information to maintain a healthy weight with ideas for parents to help children maintain a healthy weight; *We Can* is a program designed for families and communities to help children change behaviors by improving food choices, increasing physical activity and reducing screen time; *Eat Smart Play Hard* encourages children and adults to eat healthy and be physically active everyday. Preventative efforts and approaches are listed, as well as websites for advocacy support for parents, teachers, and coaches.













Publication/Author: Obesity: Halting the Epidemic by Making Health Easier. Chronic Disease Prevention and Health Promotion Web Site, Center for Disease Control. Accessed March 2, 2009.

Summary: Discusses the health consequences of childhood obesity from risk factors, to development of disease, and rising health costs due to both. The Center of Disease Control (CDC) is developing innovative partnerships for the changing of community policies, as well as tools to monitor initiatives. Partners include: Robert Wood Johnson Foundation, W. K. Kellogg Foundation, Kaiser Permanete, CDC Foundation, International City/County Management Association, Macro International Inc. The article identifies setting-specific, evidence-based guidelines for obesity interventions, and includes some success stories of partnerships from Michigan, Texas, and California.

Web Address:

www.cdc.gov/nccdphp/publications/AAG/pdf/obesity.pdf

Publication/Author: Rimal, R (2003).Intergenerational Transmission of Health: The Role of Intrapersonal, Interpersonal, and Communicative Factors. *Health Education & Behavior. 30*, 10.

Summary: This resource discusses household dietary behaviors of adults and children through their communication, and how a child's behavior can be determined from adult intrapersonal behavior. Also discussed is the importance for health education for children from parental discussions, and the availability of certain foods for consumption in the home, as they are predictors of dietary behavior.

Web Address: http://heb.sagepub.com/cgi/content/abstract/30/1/10

Publication/Author: Gruber KJ, Haldeman LA. Using the family to combat childhood and adult obesity. Preventing Chronic Disease 2009; *6*, 3. **Summary:** This article is a literature review of the impact of the family and parents on the obesity epidemic. It discusses the role of both parents and the family in providing a context where successful change of health behaviors can be implemented. Also mentioned are the many instances where positive healthy behaviors can be modeled by both the parent and family. The article goes on to discuss the importance of parents and families understanding their role and impact on their child's health behaviors.

Web Address: http://www.cdc.gov/pcd/issues/2009/jul/08 0191.htm

Publication/Author: Society for Nutrition Education. State of Nutrition Education and Promotion for Children and Adolescents: 2009 Report.

Summary: The report reviews the research on nutrition education interventions for children and adolescents and finds that nutrition education and promotion efforts can impact nutrition-related behaviors. The report notes that interventions are often successful when they target specific behaviors and involved multiple components using a social ecological approach, among other suggestions.

Web Address: http://www.sne.org/documents/SNENENPreport630_Final_000.pdf













Parent and Caregiver Role Modeling

Parent and caregiver role modeling is an extremely effective means of passing on healthy behaviors related to nutrition and physical activity to children and other youth. This section provides a wealth of information to enhance the behaviors and knowledge of parents and caregivers to become better and more effective role models.

Ready-to-use curriculum modules are included, which are aimed at increasing the skill level of parents and caregivers. Various tools and educational materials are also included to provide a means of self-assessment for the parent's own health habits and for ideas on how to engage in a healthy and active lifestyle.

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Parent and Caregiver Role Modeling Curriculum:

ABC's of Good Health

The ABC's of Good Health is a program that was designed by Wisconsin's Team Nutrition to promote role modeling of healthy behaviors and lifestyle choices by parents and caregivers of children and other youth. The program incorporates recommendations from the Dietary Guidelines for Americans, published in February 2005. The guidelines provide science-based advice to promote health and reduce the risk of chronic illness through proper nutrition and physical activity habits. The following pages include the various materials for the program: ABC's of Good Health PowerPoint, personal assessment and planning tool, and participant evaluation form.

The PowerPoint presentation begins with statistics on the trends and prevalence of overweight children Nation-wide and in Wisconsin. A brief overview of the topic is then presented, focusing on the components of the ABCs of Good Health. An interactive role modeling quiz is up next, in which parents and other caregivers can discover if they are role modeling the healthy behaviors presented. Ideas and further information about how parents can become better role models for their children and other youth are included throughout the presentation. The presentation ends with additional resources for parents and caregivers to continue to learn about healthy behaviors to role model.

The personal assessment and planning tool lets individuals evaluate their own health behaviors according to the format of the ABCs of Good Health. The evaluation form allows participants to provide feedback on the overall success of the program.

The materials have been adapted and used with permission from Wisconsin Team Nutrition. For more information on Wisconsin Team Nutrition and other resources and programs that they offer, please contact Jill Camber Davidson, RD, CD, at ill.camberdavidson@dpi.wi.gov or visit the Wisconsin Team Nutrition website at http://dpi.wi.gov/ne/tn.html.

Key Points to Remember and Include When Giving the Presentation

A-Aiming for a healthy weight – addresses portion sizes and balancing food and physical activity.

 Previously portion sizes used to be much smaller. For example, a soft drink used to be 8 or 12 oz. Now, often the smallest size available is 20 oz.













- Calories from food and beverages must be balanced with calories expended or burned, according to the 2005 Guidelines.
- Weight loss should be slow and steady. Individuals should decrease calorie intake and increase physical activity while maintaining a sufficient nutrient intake.
- One way to help prevent children from becoming overweight is to teach them the signs of hunger and fullness. Teach them to stop eating when they feel full, and to eat when they are hungry.
- Physical activity is an extremely important component of maintaining a healthy weight. Individuals should follow the 2008 Guidelines, which state that children should engage in at least 60 minutes of physical activity each day. Adults should engage in at least 30 minutes of physical activity each day.

B-Build a healthy base- focuses on whole grains, fruits, vegetables, fat-free or low-fat milk, and keeping foods safe to eat.

- The 2005 Dietary Guidelines recommend 3 cups per day of fat-free or low-fat milk, and 2 cups for children from 2-8 years.
- At least half of the grains eaten each day should be whole grains.
- A variety of fruits and vegetables should be eaten each day.
 Choose from all five subgroups: dark green, orange, legumes, starchy vegetables, and other vegetables.
- Two cups of fruit and two and a half cups of vegetables should be eaten each day when on a 2,000 calorie diet. Other amounts depend on caloric intake. See the 2005 Dietary Guidelines for more information.

C- Choose wisely- choose foods carefully, especially with regard to fat, sugar, salt, and alcohol content.

- The intake of fats and oils high in saturated or trans fats should be limited. Choose foods and beverages low in both types of fats and oils.
- When deciding what to eat or drink, choose those that have little added sugar or other caloric sweeteners.
- Individuals should consume less than 2,300 mg of sodium each day. When deciding what to eat, choose foods low in sodium but high in potassium, such as fruits and vegetables.
- Alcoholic beverages should be consumed in moderation, if it all.
 Women should only have one drink per day, and men only two drinks per day.













Please see the attached file for the ABC's of Good Health PowerPoint.

ABC's of Good Health

Lesson Plan

Target Audience

Parents and Caregivers

Behavior Objectives

Parents and caregivers who participate in this activity will be able to:

- Understand and demonstrate the ABC's of Good Health
- Know who the Role Models of healthy behaviors for children are
- Identify factors and outcomes of both good and poor nutrition

Preparation

- Make copies of the *Participant Evaluation Form* found on pages 18-19 in the Role Modeling Action Guide
- Make copies of the *Personal Assessment and Planning Form* found on pages 20-21 in the Role Modeling Action Guide
- Set up ABC's of Good Health Power Point on a computer to project for presentation
- Provide pens or pencils for attendees to complete forms
- Review key talking points on pages 16-17 in the Role Modeling Action Guide to familiarize yourself with the material
- Be prepared with energy and excitement
- Plan for 40-50 minute presentation
 - Allow extra time for questions

Lesson Overview

ABC's of Good Health Power Point Presentation

- Welcome the group and thank them for participating in this important topic and let them know they are already good role models by attending this lesson today
 - Let them know they will have an opportunity to evaluate the program and also have a chance to evaluate their own health behaviors
- Begin with presenting the material on the power point and referencing the key talking points
 - Allow 20-30 seconds for the group to write down answers to the multiple choice questions before revealing the answers













- At the conclusion of the power point open a discussion up for any ideas and further information on how parents can become better role models for their children and youth
 - Engage the audience and reiterate all ideas and thoughts are good!
- Remind everyone of the importance of feedback and ask the group to please fill out the *Participant Evaluation Form* (no name needed) and collect them when completed
- Thank them for attending the program and encourage them to evaluate their own ABC's of Good Health

Evaluation

- Collect the completed evaluation form from the attendees
- Provide the *Participant Personal Assessment and Planning Form* to the attendees. They can take the form home with them and keep for reference to (re)evaluate their health behaviors.

Additional References

- Wisconsin Team Nutrition website: http://dpi.wi.gov/ne/tn.html
- 2005 Dietary Guidelines for Americans: http://www.cnpp.usda.gov/dietaryguidelines.htm











ABCs of Good Health: Participant Evaluation

Thank you for attending this program! In order to make this program better in the future, we need your feedback. Any information you can provide is greatly appreciated. Additional space can be found on the back for comments. For more information, please provide your name and email address.

Please rate the following components of the program on a scale of 1 to 5, with 5 being excellent or very useful and 1 being poor or not useful.

Section		5	4	3	2	1
Overweight Epidemic	Content					
	Presentation					
	How useful was this					
	information?					
What Has Happened?	Content					
	Presentation					
	How useful was this					
	information?					
Who Wants Healthy Kids?	Content					
	Presentation					
	How useful was this					
	information?					
Personal Assessment	Content					
	Presentation					
	How useful was this					
	information?					
Resources	Content					
	Presentation					
	How useful was this					
	information?					

To improve our program:

1. Tell us about one or two highlights of the program.













2.	How	could	the	program	be	improved?
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If you would like other information on nutrition and physical activity topics, please fill out the form below and return it to us. Also, if possible, indicate the topics you would like to know more about, such as fruits and vegetables, etc.

Name		
Address		
City	State	Zip Code
Phone	Fax	
Email		

Topics of Information (Optional)











ABCs of Good Health Personal Assessment and Planning Tool

Grade your health behaviors using the following scale:

- A- I do an excellent job of including this in my daily lifestyle and activities.
- B- I do a pretty good job of including this in my lifestyle and activities.
- C- I do an okay job, but there is room for improvement.
- D- I rarely include this in my lifestyle and activities.
- F- I don't include this in my lifestyle at all.

If a statement does not apply to you, leave that row blank.

A-Aim for fitness					
1. Aim for a healthy weight	Gı	ade	Yo	urs	əlf
	Α	В	С	D	F
I know my BMI, cholesterol levels, and blood pressure.					
I aware of what a healthy weight is for me.					
I eat lots of vegetables, fruits, and whole grains with little added fat or sugar.					
I set a good example for children by practicing healthy eating					
habits and enjoying regular physical activity with them.					
2. Be physically active					
I engage in at least 30 minutes of moderate physical activity most days of the week.					
If I am inactive, I will become more physically active.					
I will maintain or increase my physical activity levels if I am already active.					
I will help children get at least 60 minutes of physical activity each					
day.					
B-Build a Healthy Base	1	I	1		
3. Let the Pyramid guide your food choices.					
I will have my diet consist of a variety of plant foods, including					
whole grains, and fresh fruits and vegetables.					
I will choose low-fat dairy products and healthy foods from the					
meat and bean groups each day.					
I will set a good example for children by letting them see me use					
MyPyramid to help make healthy food choices.					
4. Choose a variety of grains daily, especially whole grains.					
I eat six or more servings of grain products daily, with at least half					
of the servings being whole grains.					
I encourage children to eat a variety of whole grains each day.					
5. Choose a variety of fruits and vegetables daily.					
I enjoy five to nine servings a day of fruits and vegetables.					













		1	1		
6. Keep foods safe to eat.	1				
I wash my hands and all surfaces when handling foods.					
I separate raw, cooked, and ready-to-eat foods while shopping,	+				
preparing, or storing foods.					
I cook foods to proper temperatures, chill perishable foods	+				
promptly, serve hot foods hot and cold foods cold.					
I teach children personal hygiene and safe handling of foods.	,				
C-Choose Sensibly					
7. Choose a diet that is low in saturated fat and cholesterol.	Gı	rade	٧o	ıre	۱f
7. Choose a diet that is low in saturated fat and cholesterol.				D	F
I keep my intake of saturated fat, trans fat, and cholesterol low.	Α	В	С	U	
I role model healthy choices for children by eating fat-free or low-	+				
fat foods daily.					
8. Choose beverages and foods to moderate your intake of	<u> </u>				
sugars.					
I get most of my calories from whole grains, fruits, vegetables, low					
or non-fat dairy products, and lean meats or meat substitutes.					
I set a healthy example for children by drinking plenty of water and					
low-fat milk rather than soft drinks or other sweetened beverages.					
9. Choose and prepare foods with less salt.					
I choose vegetables and fruits with the least amount of sodium.					
I use herbs, spices, and fruits to flavor food and limit the amount of					
salty seasonings I use.					i .
I role model healthy food choices for children by choosing items					
with little or no salt.					1
10. If you drink, do so in moderation.					
I limit my intake of alcohol to one drink per day if I am a woman					
and two per day if I am a man.					
I avoid drinking when driving or whenever it puts me or another at					
risk.					

Results:

Mostly A's: You are doing an excellent job role modeling a healthy and active lifestyle! Keep it un!

Mostly B's: You are doing a good job role modeling healthy behaviors! Good work!

Mostly C's: You are on the way to becoming a great role model for a healthy and active lifestyle.

Look at the areas you marked low and improve them to become a better role model!

Mostly D's: You have a little more work to do to become a good role model for children and other youth. Look at the areas you scored low in and come up with changes that you can make to lead a more healthy and active lifestyle.

Mostly F's: You need make some major changes to become a great role model of a healthy and active lifestyle. Come up with a plan of new ideas of healthy behaviors that you can incorporate into your life. Seek out the help of friends and family to help you make the changes. You can do it!













Parent and Caregiver Role Modeling Curriculum:

Healthy Family Meals

Family meals are declining or have disappeared. Fewer families have the time to eat together and the shifting roles in families, plus more working parents, means that eating out, or eating restaurant takeaway food is more likely than home cooking. Convenience and intolerance for food preparation and cooking that takes time, shapes urban people's lifestyles today. The result is a generation of young people who are growing up in homes where neither parent cooks. Although, some ethnic groups try to stick to their food traditions, with busy lifestyles, these often give way to fast-food solutions.

A review of the literature by the American Dietetic Association (March, 2008) showed that eating dinner together as a family can have a positive effect upon the character and social development of the children, family communication skills, nutritional intake of the entire family, development of family traditions and the culinary skills of family members. Social relationships that develop while eating meals with others build a sense of community and belonging. The family meal can be an opportune time for socialization and role-modeling of manners and healthful eating habits. Moreover, the development of family unity through family meals is important during adolescence and may provide the structure and sense of unity and connectedness young children need to feel safe and secure.

The importance of family meals extends beyond feelings of connectedness. Research has shown positive associations between family meal frequency and nutritional intake among children and adolescents and inverse associations with eating disturbances or unhealthful eating patterns, including skipping breakfast. In addition, adolescents who reported more frequent family meals, a high priority for family meals, a positive atmosphere at family meals, and a more structured family meal environment were less likely to engage in disordered eating. According to a study at Cincinnati Children's Hospital Medical Center the more that families sat down together for meals, the better adjusted their teenage children were. Researchers found that those who ate with "adult family members an average of at least 5 times a week were less likely to use drugs or fall victim to depression than adolescents who ate with parents only 3 times a week". A similar, but larger study from the National Center on Addiction and Substance Abuse at Columbia University also linked the number of times families eat together with the number of teenagers who are likely to use drugs and alcohol. This research validates that the simple act of eating dinner as a family has a tremendous impact on the character and social development of the youth.













So, for the positive aspects that eating together as a family has on the health and wellbeing of the entire family, the "2009 Healthy Family Meals Campaign" is being launched by the Milwaukee Health Department, Adolescent Community Health Program, Prevention Services Grant. The Campaign includes a Healthy Family Meals Self Assessment Tool, a Family Meals Commitment Pledge (which lists helpful steps for planning family meals), and a newsletter article for partner agencies promotions.

This program and tools have been included with permission from the City of Milwaukee Health Department. Please contact Yvonne Greer at ygreer@milwaukee.gov for more information on this program and other materials available. For more great information and resources on nutrition, please visit www.milwaukee.gov/nutrition.













Healthy Family Meals: How Do You Score?

INSTRUCTIONS: Using the scale below rate your healthy family meals. Place a check mark in the box "Yes" or "No" when answering the question. Add your total "Yes" checkmarks, and rate your healthy family meals using the key below.

Questions	Yes	No
I make sure our healthy family meals are scheduled at regular		
times.		
I make sure our healthy family meals are in the same place.		
I, or a family member, plan our healthy family meals a week at a		
time.		
My children are involved with buying healthy food from the store.		
I serve portion sizes to meet each person's needs. (A very active person or a small child)		
I make sure not to use food as a punishment or reward. (i.e. no dessert if you don't eat your broccoli)		
I make sure our healthy family meal time is enjoyable. We talk and ask questions. Example: "What fun things did you do at school today?"		
I make sure our healthy family meals last longer then 15 minutes.		
I make sure our healthy family meals include fruits and/or vegetables.		
I make sure our healthy family meals include whole-grain breads (whole wheat), whole-grain pasta, or brown rice.		
I make sure our healthy family meals include 2%, 1% or Skim milk. (Children under 2 years old should drink breast or whole		
milk, or formula)		
I make sure to sometimes use low-fat substitutes when I make		
a healthy family meal. (i.e. low-fat mayonnaise, sour cream or cheese)		
TOTAL		

KEY:

9-12 YES-	Your healthy family meals are right on. Keep up the good work!
5- 8 YES-	Your healthy family meals are usually right on; however, there is room for improvement.
1- 4 YES-	Make it a goal to increase the number of healthy family meals.
0 YES-	Your family is not in the habit of planning healthy family meals. Consult www.MyPyramid.gov for help.

Adapted from Healthy Habits for Healthy Kids: A Nutrition and Activity Guide for Parents











Healthy Family Meals Pledge

Take the pledge to improve your family's meal time.

Instructions: Place a checkmark in the box that applies

☐ YES! I pledge to improve the	☐ YES! I already have improved
quality of our family meals	the quality of family meals, and I
today! I will do this by: (check all	pledge to contínue doing so.
that apply)	
planning and scheduling	
healthy meals	
providing a location to eat	
together	
including fruits & vegetables	
at meals	
using this time to ask	
questions and talk	
being a good role model for	
healthy eating for my family	
g friends	
\square No. I cannot pledge today, but	\square NO. I do not want to take this
I will plan on making healthy	pledge.
meals within the next month.	

Thank you for taking the time to participate.













Fun Healthy-Family Meal Time

How you can help-for kids and parents By: Barbara Marr, Mount Mary College Intern

Have you heard the saying, "Family Meal Time"? Does your family eat a meal together in the same place at least once a day? Do you know how much fun meal time with your family can be, and how good it can be for everybody? If you are not sure, ask yourself these questions and place a check mark to answer "yes" or "no".

•	Our healthy family meals are scheduled at regular times	Yes	_ No
•	Our healthy family meals are in the same place	Yes	_ No
•	I help with planning healthy menus for the family	Yes	_ No

If you answered "yes" to more than one of these statements, GREAT JOB! Your family is doing a great job making family meal time important. If you answered "no" to any of these statements check out the tips below and see how you can help your family reconnect, and enjoy healthy- family meal time.

Healthy Family Meal Time Tips:

- Decide as a family a time and place to enjoy healthy family meal time.
- Help your family pick out what healthy foods you want to eat a week ahead of time.
- Go to the store with your family member to help pick out the healthy food. (Make sure you pick out lots of fruits and vegetables)
- Tell your family about one fun thing you did at school that day.
- Eat slowly! Make healthy-family meal time last longer than 15 minutes.

Are you wondering, "What do you mean by 'healthy family meal"? The United States Department of Agriculture (USDA) has put together a food-guide pyramid to help kids and their families plan menus to include the important vitamins and minerals our bodies need. Check it out at: www.MyPyramid.gov



- o **Orange:** grains (whole-wheat bread, whole-grain pasta, brown rice) Everybody needs 6-11 servings each day of these; they give you energy.
- o Green: vegetables (raw or cooked)
- 3-5 servings of these; then everybody will get their fiber.
- o **Red:** fruits (fresh, frozen, canned)
- 2-4 servings of these; then everybody will get their daily Vitamin C.
- o **Blue:** dairy (low-fat milk, cheese)
- Everybody needs 2-3 cups a day; it helps build strong teeth & bones.
- o **Purple:** Protein (meat, fish, beans)
- 3-5 (3 oz.) servings; it helps everybody stay strong.
- Yellow: Fats & Oils (butter, cooking oil)
- Not too many of these; a little oil helps everybody get their vitamins A, D, E & K.

For more information on Healthy Eating contact: Yvonne Greer, MPH, RD, CD, Nutritionist Coordinator, City of Milwaukee Health Department at 414-286-3619 or ygreer@milwaukee.gov













Physical Activity: Ideas for Being Active: Parents and Caregivers

Physical activity is an essential part of leading a healthy and active lifestyle. Regular exercise has many health benefits, including lowering the risk many chronic conditions such as:¹

- High blood pressure
- Stroke
- Type-2 diabetes

- Coronary artery disease
- Colon cancer
- Obesity and overweight

Adults need either 2 hours and 30 minutes a week of moderate activity or 1 hour and 15 minutes of vigorous activity a week.² This works out to approximately 30 minutes a day five days a week of moderate activity, and 20 minutes a day three to four days a week of vigorous activity. Muscle strengthening activities should also be done at least two days a week.² Here are some activities that you may want to try in order to exercise the right amount each week:

- Biking
- Walking
- Running
- Dancing
- Canoeing

- Kayaking
- Gardening
- Basketball
- Baseball
- Softball

- Volleyball
- Tennis
- Swimming
- Hiking
- Jogging

As a parent/caregiver, it is extremely important that you engage in regular amounts of physical activity in order to serve as a role model for your children. You can pass on your healthy lifestyle and behaviors to youth so that they are motivated to lead a healthy and active lifestyle too. When they see how much fun you have leading a healthy, active lifestyle, they will want to join in too! Better yet, exercise as a family-then you can all enjoy the benefits of an active lifestyle while spending time together!





You can act as a role model for physical activity for children and other youth in many ways. Instead of watching T.V. or a movie, go on a walk or play a family game of capture the flag. Get children involved in new and exciting activities by taking them to places or events that encourage physical activity. Instead of driving to various destinations such as the park, grocery store, or school, try to walk or bike there as a family. Most importantly, make sure that all activities are fun and safe for everyone to enjoy!

Sources:

1: U.S. Department of Health and Human Services and U.S. Department of Agriculture. Dietary Guidelines for Americans, 2005. 6th Edition, Washington, DC: U.S. Government Printing Office, January 2005. 2: U.S. Department of Health and Human Services. (2008). 2008 Physical Activity Guidelines for Americans Summary. Retrieved June 18, 2009, from http://www.health.gov/paguidelines/guidelines/summary.aspx













Here are some links to various website and organizations with ideas for how to keep you and your family healthy and active:

National Heart Lung and Blood Institute

This site contains excellent information on ways to get your family up and active. Also, the site has many other resources for such things as healthy eating and reducing screen time. The site contains information about the *We Can!*™ program and how parents and others can become involved with it.

http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/live-it/get-moving.htm

Kidnetic

This is a great resource site for parents, with lots of ideas for fun, exciting ways to get your kids active and healthy. There are resources for other ways to promote a healthy lifestyle, such as limiting screen time and preparing nutritious meals that kids will love. The site also caters to children and youth, with sections devoted to them about being active and eating healthy foods. http://www.kidnetic.com/BrightPapers/?c=For+Parents

Healthy Children Healthy Futures

Here is another wonderful site for parents to pursue for information about healthy lifestyles. A parent guide is available to download on the website, which contains a wealth of information about ideas to keep your family active. Also available are recipes that are designed to be prepared as a family, with roles spelled out for both children and adults.

http://www.healthychildrenhealthyfutures.org/MembersArea.htm

Action For Healthy Kids

This site contains lots of great information for ideas on how to keep your family energized and active. Other tips and resources are also included for more information on how to promote a healthy lifestyle for your family and others. http://actionforhealthykids.org/family/

Healthy Youth!

This site contains a brief summary of the 2008 Physical Activity Guidelines for Americans. Also provided are links to specific sections of the guidelines, such as those dealing solely with youth physical activity. The guidelines provide detailed information on how much physical activity each age group should be getting, and also provides great ideas for activities to achieve those recommended amounts. http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

Children's Health Education Center

Here is a great site with lots of information for parents and caregivers on a variety of health topics related to promoting a healthy and active lifestyle. http://www.bluekids.org/parentsandcaregivers/index.asp











Physical Activity Self-Assessment¹: Parents and Caregivers

In order to be a role model for your children and other youth, you need to first look at your own physical activity habits. Are you exercising enough? Are you being a positive role model? Take this test to see if you are exercising enough for yourself and to be a positive role model for your children and other youth!

	Yes	No
Do I exercise at least 30 minutes every day?		
Do I vary the intensity of my workouts?		
Do I take part in aerobic activity?		
Do I take part in muscle and bone strengthening activities?		
Do I exercise instead of watching T.V. or surfing the Internet?		
Do I walk or bike to places instead of driving when given the chance?		
Do I take advantage of chances to be active?		
Do I encourage others to be active?		
Do I encourage my children and other youth to be active instead of watching T.V.?		
Do I have a positive outlook on physical activity?		
Total		

Scale: Total number of "yes" answers

- **8-10:** You are an excellent role model of healthy exercising habits for your children and other youth. Keep up the good work!
- **4-7:** You are on the right track to become a great role model for an active lifestyle. Try and focus on your own health and find the areas where you can improve. Make some changes so that you can become a better role model for your children.
- **0-3:** You need to do a little work to become a great role model for healthy exercising habits. Take some time and look at your own level of physical activity and come up with a new plan to lead a healthy and active lifestyle.

Sources:

1: U.S. Department of Health and Human Services. (2008). 2008 Physical Activity Guidelines for Americans Summary. Retrieved June 18, 2009, from http://www.health.gov/paguidelines/guidelines/guidelines/summary.aspx













ROLE MODELING PHYSICAL ACTIVITY: TEENAGERS FOR YOUNGER CHILDREN

Organizations/Groups this may assist

Boys & Girls Clubs, community centers, school education, etc.

Objectives

After this session, teenagers (age 13-18) will identify reasons why it is important to act as physical activity role models to younger children. They will be also able to problem solve and program plan activities to do with younger children.

Materials/Preparation

Graph paper (x 4 for each student), writing utensils, foam ball, marker/chalk board, and chalk/marker for board, Role Modeling Action Guide: Promoting Health Eating and Physical Activity

Handouts-

Physical Activity Assessment: Youth

Start Up

Icebreaker: Have students stand in a large circle. One person throws a foam ball to another and says the name of their favorite gym/physical activity. Make sure everyone gets a turn. Once every person has had a turn, have them sit down. As the students are saying their gym/physical activities, write down on the marker board so they can be used later in a lesson.

Lesson

Basics of Positive Role Models (10 min):

What are examples that positive role models possess? (ask students for assistance)

- Compassionate
- Peaceful
- Feels a sense of duty to better someone else or their community
- Possesses high standards and values
- Can work through challenges
- Ability to achieve goals and feel good about it
- Powerful and effective habits
- Self control
- Trustworthy

Ask student to identify someone they look up to or have as a positive role model they personally know.

If you notice that someone is not identifying a positive role model either by examples or by supplying no answers, ask them to make up what their ideal role model would be or choose a public figure they believe possesses the features they find most important. At a later time, you might want to consider pairing or finding a positive role model for this individual student through your organization.

With the examples given ask students what they feel they possess that make them a positive role model.













Physical Activity Role Modeling (20 min):

Why is physical activity important?

 Builds a strong body-muscles, bones, respiratory systems, cardiovascular system, mental well being

Why is it important for teenagers to act as positive role models to younger children?

- Behaviors of role models can influence the behaviors/learning of others
- Younger kids look up to the actions/behaviors of teenagers and siblings

What are some activities from the list from the icebreaker activity that they could do with younger children?

- Circle activities on the board as the students say they can be done with younger children
- If necessary, add items listed within the Role Modeling Action Guide: Promoting Health Eating and Physical Activity

Discuss how these activities could be planned to be done with younger children (also take examples from teen students on what they feel would work in their community)

Examples:

- weekly teen-to-younger child mentoring for outdoor activities: group or one on one based on specific activity ex: basketball, football, gardening
- running/walking club
- playground supervisors at specific times each day (for older teens): have 1-2 teens daily watch playground so younger children have supervision

Assessing their Own/Peer/Youth Physical Activity Levels (20-25 min): It is very important for the younger children to see the teenagers being physically active outside their time together so they need to assess their own activity levels.

Handout-Physical Activity Assessment: Youth (3-5 min) Activity-

The purpose of this activity is to begin to assess whether or not the students are getting enough physical activity in a day. Also, it will get them beginning to understand where physical activity can be put into their busy days. This will be a good example of how to provide good role modeling to younger children and also their peers.

- Tell students use graph paper and starting at top of page write down hours during the course of a typical day starting at 5-6 am in one hour intervals until they go to bed. Have them make two exact copies (5 min).
- Have students create one graph on how they spend a typical school day and a weekend/non-typical day (5-7min).
- Have them partner up and share their days with another classmate (5 min).
- After finishing, have each student write down all of the things they need to do in the next few days and weeks to either maintain or increase their physical activity (60minutes daily for a goal). (5 min).
- Tell students to keep these graphs and when at home make an ideal both typical and non-typical chart so they have something to work to.













Evaluation

Have students give examples of some activities they would like to participate in with younger students.

Find role models in organization that can act as mentors to students on the activities they would like to start.

Additional Resources

Milwaukee County Nutrition & Physical Activity Coalition:

Role Modeling Action Guide: Promoting Health Eating and Physical Activity

Visit the websites listed in order to find more activities/ideas for physical activity and logs for tracking successes.

Ten Fun Fitness Summer Activities for Kids

Sources

UW Extension













ROLE MODELING PHYSICAL ACTIVITY: PARENTS

Organizations/Groups this may assist

Community centers, parent education classes, parent teacher conference/PTA meeting

Objectives

After this session, parents will understand the importance of providing their positive role models for physical activity. They will also be able to provide and find good examples of activities they can do as a family.

Materials/Preparation

Paper, writing utensils, marker/chalk board, marker/chalk Handouts-

- Physical Activity Doesn't Have to Cost a Lot
- Physical Activity Doesn't Have to Cost a Lot Tips & Tasks Sheet
- Ways to be Active with Your Family
- Fun Activities Sheet (make an obstacle, micro-golf, stadium stampede)
- Physical Activity: Ideas for Being Active: Parents and Caregivers

Start Up (10 min)

Icebreaker: Have participants pair up in groups of 2-3 (if a married couple is present, have them split up in to different groups. Have each group write down at least 5 examples of what their families do (especially themselves) once they get home for the evening and begin to relax. When completed have one person in each group recite orally what they collected and write down on the marker/chalk board.

Keep the information for later examples of good and bad examples of physical activity.

Lesson

Why and How to Role Model (10 min):

Discuss with parents why they think this could be so: By the time children reach high school, 64% of them are no longer physically active

- Increasing rates of obesity
- Our society makes it quite easy for children to become inactive Computers, video games, convenience foods

Driving/riding to school rather than walking/biking

Introduce the topic of role modeling

- Role modeling refers to a parent's effort to model an active lifestyle for their child
- Children, even teenagers, follow the idea and practices of their parents
- Children learn at an early age to model their behaviors and they way they react to people from what they see their parents or adult do

Why is it important for parents to be role models to their children related to physical activity?













- If parents put an emphasis on physical activity in their lives, their children will value that much more than those who don't place a value on being active.
- Parental encouragement in their child's activities also plays a role in keeping them active longer in to life.
- Act as positive influence on healthy lifestyle
- Shows children the importance of having fun

Avoid embarrassment and discipline in activities done together

Take the bias out of girl versus boy activities

If you're child enjoys or wants to participate in something you believe to not be appropriate (or even be unwilling to participate with them) you will hinder their decision to become active in another activity again

ex: females playing hockey, boys dancing

Physical Activity Role Modeling (20 min):

Why is physical activity important?

- Builds a strong body: muscles, bones, respiratory systems, cardiovascular system, mental well being
- Lowers risk of many chronic medical conditions: diabetes, heart disease, high blood pressure, colon cancer, overweight/obesity

What are some activities from the list from the icebreaker activity that they could do with your children?

Circle activities on the board as the parents give say they can be done with younger children

This will assist to show parents how much/little they are doing in the role of physical activity in their families.

If necessary, add items listed within the Physical Activity: Ideas for Being Active: Parents and Caregivers

Discuss how these activities could be planned to be done with your children Replace sedentary activities with more active ones

Park in the back of the parking lots, take a walk after dinner Examples:

- weekly family competitions for a food/non-food reward prize
 ex: who was active the most minutes/hours of the week gets to pick a
 healthy food choice at the grocery store that week or two hours of alone time
 with a parent that week doing an activity
- Make a sticker book for younger children and when they reach their physical activity goals, they get a "prize"
- Use a white board so each person can track their progress and keep each other on track with their goals (also kids can help remind parents if they aren't setting a good example)
- running/walking as a family
- introduce your children to games you played as a kid (capture the flag, hopscotch)
- make household chores more fun (dance when cleaning/cooking)
- make up a new game
- join a gym













take a class as a family (karate, swim)

It is important to set aside appropriate time a few days a week to get the recommended physical activity times:

Adults 2.5 hours/week moderate activity Children 1 hour/day moderate activity

Physical Activity Doesn't Have to Cost a Lot (20 min):

- 1. Hand out Physical Activity Doesn't Have to Cost a Lot to each individual
- 2. Have them read over the list for a minute and give them time to add their own personal suggestions in the boxes.
- 3. Have each person give one suggestion they added themselves so that others can use the brainstorming ideas to build a bigger bank of thought.
- 4. Quickly have parents help set up for one of the inexpensive activities on the Ways to Be Active with Your Family handout

Participate in activity until game completed or about 5 minutes left

Pass out the following handouts:

- Physical Activity Doesn't Have to Cost a Lot Tips & Tasks Sheet
- Ways to be Active with Your Family
- Fun Activities Sheet (make an obstacle, micro-golf, stadium stampede)
- Physical Activity: Ideas for Being Active: Parents and Caregivers

Evaluation

Have each parent give an example of an activity they will start this week with their families to promote physical activity and positive role modeling

Additional Resources

Milwaukee County Nutrition & Physical Activity Coalition:

Role Modeling Action Guide: Promoting Health Eating and Physical Activity
Visit the websites listed in order to find more activities/ideas for physical activity and logs for tracking successes.

ACE Fit Facts
Guidance Channel Online

Sources

UW Extension www.suite101.com www.guidancechannel.com



Stepping Up to a Healthy Lifestyle Physical Activity Doesn't Have to Cost a Lot





OBJECTIVES

Families will choose some inexpensive ways they can be more active.



PREPARATION

- Copy the "Physical Activity Doesn't Have to Cost a Lot" handout, Tips & Tasks sheets, the "Ways to be active with your family" handout, and the evaluation; bring pencils.
- For the icebreaker, choose an activity from the "Ways to be active with your family" handout and set it up in the classroom before the group arrives.
- Bring examples of some of the items you will discuss: walking shoes, balls, jump ropes, exercise videos, playground toys, milk-jug hand weights.
- Research inexpensive physical activity opportunities in your community and make a handout with contact information. Check to see if your obesity coalition or parks & recreation department has a list of local places to be active.



START UP

- Icebreaker: Set up one of the inexpensive activities on the handout and have participants try the activity.
- If lessons are taught in a series, discuss last week's Tips & Tasks sheets.
 Discuss successes, challenges, and obstacles in achieving last week's FitCheck score goals.



WHAT TO SAY

We're used to looking for good buys at the supermarket to save money on food. Today we're going to talk about smart spending on things that help us to be physically active.

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Have you ever spent a lot of money on something and then never used it? Or you used it a lot at first and then lost interest? Most of us can't afford to make purchases like that! Let's look at some ways people spend money on physical activity and decide which are the best buys.

Say your child asks for a pair of rollerblades for their birthday. How would you decide if this was a good idea? (age of child, would they really use them?, how expensive are they?, can I find a used pair?, where can they rollerblade nearby?, do their friends have rollerblades?, will they wear appropriate safety equipment?) Rollerblades can be expensive and if your child only uses them a few times, the cost per use is quite high.

Can you think of some other ways people spend money on physical activity where the cost per use is very high? (home exercise equipment, if you don't use it; health club memberships, if you don't go; expensive bikes or other sporting goods if you don't use them; videos that are too hard for you).

Can you think of some examples of unwise spending on physical activity? (joining a health club that's too far away or has inconvenient hours; signing up for a class that's too hard or meets at the wrong time; buying a piece of equipment that you don't know how to use; buying a piece of equipment that's unsafe or breaks right away; buying herbal products or topical creams that promise fitness without work; buying online and having to pay expensive shipping charges).

What are some ways people can get the maximum physical activity benefit from the money they spend? (use the membership – go as often as possible; buy used items at yard sales or Goodwill; use the item a lot; buy only a couple things you know you will use; get a family pass or season pass for a lower rate)

What are some really good investments in physical activity – what items are the very best buys, assuming you use them a lot? (walking shoes; a bike, especially if you find a good one used; swimsuit, if you swim regularly; good boots for walking in winter; a playground ball for your kids; a jumprope; inexpensive yard toys like hula hoops; frisbee).

What are some free activities you and your family can do – right now – without investing a single cent? (walking!; going to the playground; playing tag; building a snowman; working in the yard; dancing to the radio; lifting homemade weights)

Discuss how some of these are every day activities (walking) while some are things you might do occasionally or seasonally. Try for variety!



WHAT TO DO

- 1. After brainstorming with the group, distribute the handout "Physical Activity Doesn't Have to Cost a Lot." Review the discussion, asking participants to fill in any new ideas generated by the group.
- 2. Ask participants to circle a few ideas they could try with their family.
- 3. Distribute the "Ways to be active with your family" handout. These activities are most suitable for elementary aged kids; younger kids might enjoy some of them but they would need modification. Which ones could participants try at home?
- 4. Distribute the Tips & Tasks sheet and discuss participants' plans for incorporating their new ideas during the next week.
- 5. (Optional) Arrange to partner with physical activity professionals and have the group try a new inexpensive physical activity.
- 6. Distribute the evaluation.















Please complete the following "Stepping Up to a Healthy Lifestyle" evaluation. The results will be used to measure this activity's effectiveness. Your participation in this evaluation is voluntary and confidential. If you have any questions, please contact Mary Jane Getlinger, Wisconsin Nutrition Education Network Coordinator (608) 265-2108. Thank You!

Today you learned about choosing physical much money.	activities tha	at do not cos	tvery
Before today , did you try to choose physical activities that do not cost very much money?	Yes, Often	Yes, Sometimes	No
After today , will you choose more physical activities that do not cost very much money?	Yes, Often	Yes, Sometimes	No
Comments:			



WNEP education is supported by the USDA Food Stamp Program, UW-Extension, FoodShare Wisconsin, and local partners. In Wisconsin, FoodShare can help provide a healthy diet. To find out more about FoodShare, call your local FoodShare office. 07/18

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Comments:			

Stepping Up to a Healthy Lifestyle

Session Date:	

2007 Teaching Activity Tally Sheet											
Topic: 1	Physical A	Activity D	Ooesn't H	ave to Co	st a Lot	Audi	ence:	Parents o	f Infants	and Chil	dren
Education	onal Strat	tegy/Type	e of educat	tional prog	grammin	g offered (select one):			
(roup e (individu e-you-wait				_Multi-sess _Other	ion group				
ABCDE.	In Schoo After sch Preschoo Parents Job cente	ool/summe ders ers	er school_	F. G. H. I. J.	Health of Disable	clinics_ d	I N N	X. Food pa . Other a M. Home va N. Other	dult groups	5	
Total	By G	ender	By Et	hnicity	1		By	Race			Disable
Learners	Male	Female	Hispanic/ Latino	Not Hispanic	Americar Indian/ Native Americar	Asian/ Asian	Black/ African American	Hawaiian/ Pacific Islander	White	Other	
Teaching	Teaching Evaluation (record number of learners choosing each answer)										
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Stepping Up to a Healthy Lifestyle Section 1

Physical Activity Doesn't Have to Cost a Lot

Circle some activities you and your family could try. Write more ideas in each box.

	No-Cost (free)	Low-Cost	Bigger Investment
Can do or use A LOT	Walking in your neighborhood	Basketball, softball, soccer ball	Walking shoes
		Jump rope, Frisbee, hula hoop, & other yard toys	
Can do or use SOMETIMES	Walking at a park or fitness trail	Family pool or rec center membership	Bicycle Rollerblades
	Playground equipment at a public park	(sliding scale) Exercise videos	Health Club membership
	School gym facilities		Home exercise
	Dance to music at home		equipment
	Exercise videos from the library		
	Play in the snow		
	Work in the yard		
Can do or use LESS OFTEN			Fitness class that meets once/week
			Ice skates or skis
			Sports equipment



Ways to be Active with Your Family

You don't have to join a health club or buy expensive equipment to be more active.

Try these activities with your kids to get everyone moving!

Do the Twist

From the recycling bin, take:

- 6-8 brown paper grocery bags
- A large stack of newspapers or magazines. If you don't have enough, folded towels will work, too.

Have kids decorate each bag with pictures of the following:

One hand One foot Two hands Two feet

Two hands and two feet

Put some newspapers or magazines inside each bag to make it heavier and staple or tape it closed. Spread the bags in a curvy line, a couple feet apart, on a soft surface like carpet or grass. Each person takes a turn working their way from bag to bag, placing only the body part in the picture on that bag (if it's a picture of one hand, you can't put your foot on it). This can be tricky! If you fall or get stuck, you're out and the next person takes a turn. Remember you may have to stretch or jump to reach the next bag! The winner gets to rearrange the bags for the next round.

Create Your Own Sport

Look around the house for about a dozen objects such as the following:

- Cardboard tube from paper towels or toilet paper
- · Ball of any size, or rolled up socks
- Scarf
- Empty cereal box
- Washed out milk jug or tin can
- · Piece of rope, shoelace or sweatshirt string
- Adult sized glove or mitten
- Plastic container, plastic cup or bowl
- Towel
- Small toy

Draw a big circle on a piece of paper, or use a paper plate. Draw lines to make "pieces of pie," one for each item, and have kids write the name of one item in each section (like the spinner on Wheel of Fortune). Have one child toss a penny onto the plate four times and set aside the four items chosen. Have another child make up a new sport or game that involves those four items. Let everyone try to play. Repeat, letting someone else make up the game.

Activities adapted from: *365 Activities for Fitness, Food, and Fun for the Whole Family.* Julia E Sweet, Contemporary Books, 2001.



WNEP education is supported by the USDA Food Stamp Program, UW-Extension, FoodShare Wisconsin, and local partners. In Wisconsin, FoodShare can help provide a healthy diet. To find out more about FoodShare, call your local FoodShare office. 07/05













Make an Obstacle Course

Look for safe materials around the house such as:

- Hula hoops
- Cardboard from the recycling bin
- Old washcloths or dishtowels
- Empty plastic milk jugs
- Broom
- Small soft ball or rolled up socks
- Plastic plate or bowl
- Sidewalk chalk or masking tape

Move furniture out of the way. Set up the obstacle course on a soft surface, like carpet or grass. After everyone has gone through once, take turns making a new course.

Ideas: Put hula hoops in a zigzag and hop between them. Fold cardboard pieces into little tents to make hurdles. Put washcloths on the ground to make a hopscotch pattern. Use milk jugs as goalposts and use the broom to shoot the ball through the goal. Balance a plastic plate on your head while walking along a curvy or straight chalk or tape line on the ground.

Micro-golf

You've seen miniature golf courses? Make your own with objects around the house.

Make a micro-golf club with a long cardboard tube, such as a gift wrap tube, or a long rolled up newspaper. Make a golf ball with crumpled up foil or paper

This is like an obstacle course for your micro-golf ball. Collect some washed out aluminum cans, cardboard tubes and boxes, video or CD cases, toys, or whatever is available. Have the kids set up several different holes along the course and try to putt the ball into the aluminum can. Let them be creative! Setting up the course is as much fun as "golfing" through it!

Stadium Stampede

Take your kids to your high school track or field with bleachers. Ride your bikes if you can. Have everyone run up one section and down the next, and see how many flights everyone can do. On the track, have two people start back-to-back and run in opposite directions. Try to run at the same speed so they meet up exactly halfway around from where they started. Or, have them run an entire lap and race back to the start.

Physical Activity Doesn't Have to Cost a Lot

Tips & Tasks

You don't have to join a health club or buy expensive equipment to be physically active.

What is a no-cost activity you can do with your family this week? ____

What is a low-cost activity you can do with your family this week?



FitCheck is a fun and easy way to track your physical activity.

What is my FitScore?

Your *FitScore* represents the time you were active each day. Give yourself a check for every 30 minutes you were active. This could be gardening, walking, cleaning, swimming, or anything else that gets you moving.

What is my SitScore?

Your *SitScore* represents the time you were inactive each day. This includes watching TV, surfing the internet for fun, and watching movies. Give yourself a check if you are inactive for less than 3 hours per day.

What is my FitCheck?

Add your FitScore and your SitScore to get your FitCheck.

My FitCheck goal for this week: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
FitScore							
SitScore							
Total FitCheck							













WALK, DANCE, PLAY... Be Active Every Day!

Active living helps your family enjoy life!

Moving more boosts energy and promotes sound sleep.

It's a lifelong way for you and your child to stay healthy and keep a healthy weight.

In fact, active living lowers the chances of obesity, diabetes, and heart disease –

for you and your child.

How can you raise an active child?

Get moving yourself!

Children often inherit their family's lifestyle. If you do active things, chances are your child will, too. Adults set the tone for active living in the family.

Do more than watch. Play!

Let yourself feel young enough to play, especially with your child. Playing is okay at any age! If you forgot how, your child can show you. Your involvement and enthusiasm support your child's play.

Walk, Dance, Play... Be Active Every Day!

Adapted from Nibbles for Health: Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Servi



We Can Move More!

Try these everyday ways to get your family moving! Jot down ideas that fit your family, too.

- ✓ Walk to the playground, store, or a friend's home.
- ✓ Use stairs when you can.
- ✓ Wash the car or the dog.
- ✓ Wash, sweep, or vacuum floors.
- ✓ Pick flowers or vegetables. Dig weeds.
- ✓ Park at the far end of the lot, so you all get to walk.
- ✓ Help an older neighbor or relative with these tasks.

Your family's ideas:

Role Modeling Action Guide: Promoting Healthy Eating and Physical Activity A Healthy Wisconsin Leadership Institute Community Teams Project



Walk, Dance, Play...Be Active Every Day!

Tips for You and Your Preschooler

Walk

- Bring the stroller if you need to, but encourage your child to get out and be on their feet as much as possible.
- Go someplace fun! Walk to a friend's house, park or playground.
- Play games along the way. Hop over cracks, jump over shadows, or skip to the corner.

Dance

- Find a new radio station and make up a new dance with your small partner.
- Each time you and your child get books from the library, check out a CD or tape to dance to at home.

Play

- For a change of scenery, find a new playground or park in another neighborhood.
- Don't just watch your kids play play with them! Push the swing, run beside the merry-go-round, climb the monkey bars!
- Make time each day for you and your child to get outside.
 Even when the weather is bad, everyone feels better after some fresh air.
- Be safe! Wear helmets on bikes and scooters. Always watch kids closely near traffi

Be Active Every Day

Children and adults need at least 60 minutes of physical activity every day to be healthy. Healthy food gives everyone energy to be active.

Eat Well to Be Active

- Let kids choose a healthy snack to bring along on a walk. Cut-up fruit, veggies, crackers and cereal are snacks that travel well.
- Yogurt, cheese and crackers, raw veggies and dip, or even a small bowl of cereal give kids long-lasting energy for learning and play.
- Start good habits early. Fruit, baby carrots and pieces of cheese are examples of every day snacks. Cookies, chips and soda should be occasional special treats.

Smiley Crunchy Open-Faced Sandwich

1 slice bread or ½ English muffin

1 Tablespoon peanut butter

Raisins

Cheerios, or other low-sugar cereal

Help your child spread peanut butter on the bread or English muffin. Stick raisins and cheerios into the peanut butter to make a smiling face. Enjoy!

Nutrition information: 203 calories, 7 g protein, 9 g fat, 26 g carbohydrate.

This tipsheet was developed with funding support from the National Food Stamp Program, USDA. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local Food Stamp Office.

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Walk, Dance, Play...Be Active Every Day!

Tips for You and Your School-Age Child

- Be a good example. If your kids see you being active and having fun, they will want to be active, too.
- Do active things together as a family. Play together outside, throw a ball, or just take a walk.
- Encourage your children to play actively at home, at school, and with friends. Suggest jumping rope, playing tag, playing ball, playing actively at recess, or riding a bike or scooter.
- Ask your child's teacher about after-school sports programs or community leagues. Offer to help out at practices. Walk around the field or gym instead of sitting in the bleachers while your child plays.
- Kids and adults should limit television watching, computer and video games, and other inactive forms of play.

Be Active Every Day

Children and adults should get at least 60 minutes of physical activity every day. Try to be active for at least 10 - 20 minutes at a time. watch kids closely near traffi

Role Modeling Action Guide: Promoting Healthy Eating and Physical Activity A Healthy Wisconsin Leadership Institute Community Teams Project



Physical activity...

- Is fun!
- Helps build and maintain healthy bones, muscles, and joints.
- · Helps manage weight.
- Lowers risk for certain diseases, such as diabetes and heart disease.
- Makes you feel good about yourself.

Eat Well to Be Active

Children and adults need energy to be physically active. Below is a great tasting, healthy snack that provides vitamins

and minerals, calcium for strong bones, and fluid.

Fruit Parfait

½ cup lowfat vanilla yogurt

½ cup fresh fruit cut in pieces, or unsweetened canned fruit (apples, bananas, pineapple or strawberries work well.) 2 crushed graham crackers

Wash and cut up fresh fruit, or drain canned fruit well. Put 1 crushed graham cracker in the bottom of a glass. Add half the fruit and half the yogurt, then add another layer of graham crackers, fruit and yogurt. Top with a fresh strawberry, if desired.

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ROLE MODELING PHYSICAL ACTIVITY: TEACHERS

Organizations/Groups this may assist

School districts, educational resources, educator's convention, brown bag lunches, school meetings

Objective

After this session, teachers will understand the importance of providing their positive role models for physical activity. They will also be able to provide and find good examples of activities they can do as in their classrooms and schools to promote and provide physical activity.

Materials/Preparation

Paper, writing utensils, marker/chalk board, marker/chalk

Start Up

Icebreaker:

- All participants should stand up next to their chairs.
- Ask each participant to give one example of how they incorporate physical activity into their classroom. (Write down examples so that if participants would like to use at a later time they can ask you since they will be unable to write while standing.)
- Once they give their answer, they may sit down.

Explain to the participants this was an easy exercise they could include to add less sitting time into their classroom.

Lesson

Why and How to Role Modeling (10-15 min):

Discuss with teachers why they think this could be so: By the time children reach high school, most of them are no longer physically active

- Increasing rates of obesity
- Our society makes it quite easy for children to become inactive with: computers, video games, convenience foods and driving/riding to school vs. walking/biking

Even though physical activity is many times in a school setting the role of a physical education teacher or outside the classroom through coaches, families, and parents it should be also role modeled by teachers in the classroom.

Introduce the topic of role modeling

Bandura's Social Cognitive Theory shows the effectiveness of modeling positive behaviors to combat/change negative behaviors.

- Role modeling refers to a teacher's effort to model an active lifestyle for their students
- Children, even teenagers, follow the idea and practices of their teachers: teachers are looked up to for future planning, goal setting, and career development by students, why not also incorporate physical activity mentoring.













• Children learn at an early age to model their behaviors (both appropriate and inappropriate) along with way they react to people from what they see adults do

Why is it important for teachers to be role models to their students related to physical activity?

 If teachers put an emphasis on physical activity in their lives, their students will value that much more than those who don't place a value on being active.

Each week, have "what I did this weekend/week for fun (physical activity) at home or in my community" discussion

 Teacher encouragement in their child's activities also plays a role in keeping them active longer in to life.

For students in organized sport both within and outside school, acknowledge accomplishments and goals reached For students participating in non-organized sport (ex: skateboarding), talk to them about what they do and acknowledge accomplishments and goals reached

- Act as positive influence on healthy lifestyle
 New Board Idea: Physical Activities in the Community- Place pictures of yourself and students participating in physical activities (sport or social) on a board in your classroom or school hallway
- Shows students the importance of having fun

Avoid embarrassment and discipline in activities done together So much of school is thought of as hard work, this will incorporate a different mentality

Take the bias out of girl versus boy activities

If you're student enjoys or wants to participate in something you society or other student believe to a gender specific sport, allow that student to share with the class and explain why they enjoy it so much.

Be ready to stand up for your student if teasing occurs from their peers and show your support

ex: females playing hockey, boys dancing

Assessing their Own/Peer Physical Activity Levels in School/Classroom (20-25 min): It is very important for the students to see teachers attempting to be physically active within the school day along with outside the classroom.

Activity-

The purpose of this activity is to begin to assess whether or not the teachers are incorporating physical activity into their busy school days. Also, it will get them beginning to understand where physical activity can be put into their busy days. This will be a good example of how to provide good role modeling to students and also their peers.













 Give examples to the group of ways they could incorporate physical activity into their school days that students may notice (if possible use some examples the teachers came up with during the icebreaker activity)

Taking the stairs

Walking around the classroom instead of sitting at their desks during silent/work time

Use active forms of transportation to/from work-walk, bike
Turn regular classroom activities into active activities
Standing to answer until you answer a question (like the icebreaker activity)

- Have teachers break into groups per their determination and brainstorm other ways they can work activity into their specific school/classroom (5-10 min)
- Have each group orally give and explain some idea they came up with and how they will be able to logically incorporate them into their classrooms (10-15 min)

Evaluation

Each teacher gives an example of an activity they will start within a week with their students to promote physical activity and provide positive role modeling.

Additional Resources

Milwaukee County Nutrition & Physical Activity Coalition:

Role Modeling Action Guide: Promoting Health Eating and Physical Activity Visit the websites listed in order to find more activities/ideas for physical activity and logs for tracking successes.

National Association for Sport and Physical Education Position Statement Region of Peel Being Active, Eating Well: Physical Activity at School

Sources

UW Extension www.peelregion.ca.com www.aahperd.org















Parents... Eat Your Words!

Are you pleased with your progress toward healthful nutrition and fitness habits, but frustrated with that of your children?

Do you suspect that the lunches you send to school are traded or thrown away? Do you shudder at the sight of your pantry shelves displaying high-fat snacks and sugary cereals that you vowed you would never buy? Can you really win the battle against advertising, peer pressure and kids' love affairs with sugar and fat?

The Bad News and the Good News

Kids today are fatter and less fit than previous generations. The rates of childhood obesity began to level off around 2006, but are still high at around 16%. And research shows that overweight children are more likely to become overweight or obese adults. Being overweight as a child even puts youngsters at risk for cardiovascular disease and type 2 diabetes at a young age.

Food companies spend millions of dollars on television advertising to convince children that high-fat, high-sugar, processed foods are worth eating. Food is consumed because it's cool, fun or comes with a free toy, rather than for its impact on health or even for its taste.

So what's a parent to do? Eat your words! The fact is that parents who have adopted a lifestyle that includes healthful foods and regular exercise are living role models for their children.

We know that the behaviors children see most often at home are the ones they will be most likely to adopt for themselves, and parents' efforts to promote healthy food habits do make a difference. Eat at least one meal together as a family each day, so that your children can regularly observe healthy eating habits.

Stack the Deck

It is a good idea to stock the kitchen with a majority of healthy items, keeping in mind that kids want some of their favorite foods, which may be sweet and/or salty. Save these foods for once-in-a-while treats, and make their regular snacks healthier. Buy pretzels, which are low in fat, instead of greasy chips. Keep cut-up vegetables and ready-to-eat mini-carrots in the refrigerator. Sprinkle air-popped popcorn with grated parmesan cheese instead of butter. Check out www.eatright.org for a list of more healthy snacks for kids.













A good way to get kids involved and committed to healthy eating habits is to involve them with the food shopping and preparation. There are lots of children's cookbooks on the market; select one that emphasizes ways to modify your kids' favorite foods rather than eliminate them. Children who feel competent to select and prepare food will make more intelligent food choices. www.MyPyramid.gov has some great educational tools for teaching children about balanced nutrition and physical activity.

Balance Is Everything

The key to keeping kids happy and healthy is to strike a balance between foods that are good for them and those that just taste good, and between leisure or TV time and physical activity.

This brings us to the other side of the healthy living equation. The most obvious impact of inactivity on kids is the strong association between the number of hours spent watching TV or playing computer games and the level of obesity among youngsters.

Children should engage in 60 minutes of moderate-intensity physical activity on most, if not all, days of the week. Encourage kids to get outside and play tag, jump rope or get involved in sports.

Make physical activity a family affair. Go for a bike ride together, play catch or walk the dog. This will motivate you to get some exercise in, while simultaneously setting a great example for your kids—and creating lifelong memories. It's a win-win-win situation!

Additional Resources

American Dietetic Association: www.eatright.org

MyPyramid Food Guidance System: www.MyPyramid.gov

About the Author

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Teens, Fitness and You

With all the pressures today's teenagers have to deal with, it's no wonder so many are in trouble.

Statistics show that teen suicide and teen pregnancy are on the rise, as is the firearm-homicide rate for teens. In 2007, the Centers for Disease Control and Prevention reported that an average of 23% of teens smoke and 17% of eighth graders have tried alcohol. And only about 30% of them get enough exercise, which means the other 70% are setting themselves up for a sedentary life and all the problems that come with it.

Now's the time to change these statistics. Research has shown that kids who play sports, or who are physically active, are less likely to have these problems. But getting kids to exercise is no easy task unless you're willing to spend time with them and learn to speak their language.

Quality Time, Quality Talk

It's impossible to have good relationships with teenagers if you don't spend time with them. Don't expect teens to automatically think you're cool and trustworthy—you'll have to prove it.

Accept them for who they are and show them that you are genuinely concerned about them. Look past the way they dress or wear their hair, and learn to understand their language so you can relate to what they have to say.

A person who is a good listener has a good chance of developing relationships with teens, since most of them would rather talk than listen. Whatever it takes, learn to listen to teenagers, and offer your words of wisdom only when necessary. It's the only way to figure them out.

They're Listening—What do you say?

The number one thing you can do to help teens get active is to be a good role model. Live the life that you advocate; show them that being active can be fun and they will follow your example. Let them know that being physically active does not necessarily mean going to exercise classes or playing sports, although these are two great options.













Hiking and camping, body surfing and playing Frisbee™ or paddleball are activities the whole family can enjoy. And, since they're having so much fun, teens will hardly realize that what they're doing is actually good for them.

Teenagers can participate in just about any fitness activity, whether it is weight training, mountain biking or martial arts. Many gyms are lowering their age requirements and offering family memberships and discounts to reach the younger market. Organized sports also are an excellent means of improving socialization and developing discipline and teamwork skills.

Competing With the Negative

It's not easy to get your message of good health and fitness across when you're competing with the lure of television and video games. That's why it's so important to appeal to a teenager's sense of fun and need for social interaction.

Whenever possible, include others, such as their friends, in your fitness activities. Encouraging a teenager (or an adult, for that matter) to become more active can be discouraging, particularly when he or she seems to be tuning you out.

At some point, that encouragement may become counterproductive. Instead, continue to serve as a role model for an active lifestyle and perhaps one day he or she will follow your lead.

The most important thing you can do for today's youth is to help them value their lives. Being healthy and fit will put them in touch with their bodies, increase their self-esteem and help them to establish a desire to set personal goals.

The bottom line, however, is that to get anyone to exercise, teenager or not, it has to be fun. Teenagers aren't likely to do something just because they're told it's good for them. But with your support and encouragement, you can help put them on a path to better health that lasts a lifetime.

Additional Resources

Centers for Disease Control and Prevention—Health, United States, 2007: www.cdc.gov/nchs/data/hus/hus07.pdf#067

Ornelas, I.J, Perreira, K.M., & Ayala, G.X. (2007). Parental influences on adolescent physical activity: A longitudinal study. International Journal of Behavioral Nutrition and Physical Activity, 4, 3.

About the Author

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Kids in Motion

By the time they reach high school, 64% of children are no longer physically active. Why?

If your kids fall within this group, you don't have to sadly shake your head. You can set a good example, be a role model and do the right things so your kids will, too.

Get off the couch and get on a bike with your kids. Introduce them to exercise that is fun. Eat healthy. Instead of high-calorie foods and snacks, turn to fruits and other healthy foods. And once you get kids moving in the direction of fitness, chances are they'll keep going for the rest of their lives.

Start 'em Young

Becoming a healthy adult starts with being a healthy child. Many chronic diseases of adulthood have their beginnings in childhood. For example, it is important for kids to build strong bones, so that by the time they're in their 20s, their peak bone density will be higher and their risk of osteoporosis will be decreased.

There are also childhood diseases that can easily be prevented by proper diet and physical activity. Children can suffer from diabetes, obesity, high cholesterol and high blood pressure—these aren't just adult ailments.

An hour of physical activity per day is recommended for children. It is also recommended that screen time (TV and computer time) be limited to two hours per day. Children who are fit can avoid the above health problems. They also do better in physical-performance tests. They have a stronger self-image, more self-confidence, less anxiety and stress and they demonstrate greater improvement in skill- and health-related fitness.

When you consider the facts, it makes good sense to encourage physical activity when your children are young. Parents, teachers and fitness professionals all have a role to play. Each can help kids think positively about exercise and motivate them to make regular physical activity a lifetime pursuit.

Mom and Dad Are the Best Motivators

As a parent, it's up to you to play the biggest part—bigger than a teacher, more important than a fitness professional. Your children look to you for examples on how to talk, dress, act and lead a physically active—or inactive—life. Set a good example for your kids. Instead of spending the evening in front of the television, find some activity that will keep you moving. In warm weather, bike outdoors. If it's too cold, get a stationary bike, a treadmill or a trampoline.













And it's never too late or too early to help your kids build strength and endurance. Pushups and pull-ups are an excellent way to build upper-body strength. Jungle gyms and monkey bars are great for kids because they utilize their own body weight. And they're loads of fun.

Make sure your kids have the proper protective equipment, such as helmets and knee, elbow and wrist pads. Also make sure the athletic equipment they're using is the proper size for them. You wouldn't want to swing a bat as tall as you, so buy equipment to fit each child.

Keep in mind that kids are not always naturally limber and that their muscles may be tight and vulnerable to injury during the growth spurts that occur during the elementary years. Be sure to include stretching as a part of your fitness activities.

Make sure that you concentrate on the positive aspects of exercise. It's a chance for a family to be together, to share good times and have fun. Avoid competition, discipline and embarrassment—things that can turn good times into moments of dread. Praise your children for trying. Encourage their interest in other sports and other activities, which will help them take ownership of their fitness.

It's Really up to You

You can't tell kids that being active is fun. You have to show them. So take your kids hiking, biking, dancing, sledding, swimming and in-line skating. Skip rope or shoot baskets with them.

Plan outings and activities that involve walking, like a trip to the zoo or the park, a nature trail hike or even a walk through the mall. Remember: If you want your kids to be healthy, happy teens and adults, it's up to you to do something about it.

Additional Resources

ACE's Guide to Youth Strength Training DVD:

www.acefitness.org/acestore/p-401-aces-guide-to-youth-strength-training.aspx

American Council on Exercise—Youth Fitness by Avery Faigenbaum & Wayne Westcott:

www.acefitness.org/acestore/p-295-youth-fitness-aces-group-fitness-specialty-series.aspx

Centers for Disease Control and Prevention—Healthy Youth!:

www.cdc.gov/HealthyYouth/physicalactivity/index.htm

American Heart Association—Exercise (Physical Activity) and Children:

www.americanheart.org/presenter.jhtml?identifier=4596

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Gardening

Gardening is a wonderful activity that fits perfectly into healthy and active lifestyles. It affords many positive health benefits, such as an opportunity for physical activity and a chance to cultivate nutritious, home-grown foods.

Gardening also offers an opportune time for parents and caregivers to act as role models and teach their children and other youth about healthy behaviors and lifestyles. Such an activity allows time for exercising, as well as time to point out the nutritional benefits of a wide variety of fruits, vegetables, and other foods.

Gardening can become a lifelong passion, thus promoting the value of wellness and healthy behaviors which can be passed on for generations.

Arthritis and Gardening

Chronic conditions such as arthritis can impede an individual's ability to take part in various physical activities, such as gardening. UW-Extension and The Wisconsin Arthritis Program have put together an excellent video about gardening with arthritis, and the multiple benefits gardening offers those individuals with arthritis. The video will help you be a model to others to promote physical activity when you have a chronic condition. The video can be viewed online at:



http://www.co.brown.wi.us/departments/page_0638b13d2c1a/?department=68d3c3d55278&subdepartment=b2b33ee26bfc

Got Dirt? Gardening Initiative

This program was started in response to the growing obesity epidemic in America, targeted specifically at the CDC's recommendation of increased fruit and vegetable consumption. Got Dirt? aims to provide individuals with information on starting and maintaining a garden within their school, community, or other facility. The guide offers tips on gardening specifically related to Wisconsin's growing conditions, as well as lots of other useful tips to make starting a garden simple and easy. The Got Dirt? Toolkit can be ordered or downloaded from the following site:

http://dhs.wisconsin.gov/health/physicalactivity/gotdirt.htm

Community Resources

Here are various sources of information, opportunities, and programs for members of the community to become involved in gardening and in community gardens.













Master Gardeners

This is a program for those interested in learning about gardening and horticulture, and passing that knowledge on to other community members. Individuals receive training from UW-Extension staff members and in return, volunteer at various educational programs and projects to pass on their knowledge.

Southeast Wisconsin Master Gardeners:

http://www.uwex.edu/ces/cty/milwaukee/mg/index.cfm

Wisconsin Master Gardener Program:

http://wimastergardener.org/

Urban Horticulture

This site provides a wealth of information specifically on horticulture in Wisconsin. There are various fact sheets that provide answers to common questions and problems, guides for the best times to plant, and ideas for gardening activities.

http://www.uwex.edu/ces/wihort/

University of Wisconsin-Extension: Publications

The learning store provides materials for purchase or download on several lawn and garden topics such as flowers and gardens and vegetables. Topic areas include care, problems, and other vital information.

http://learningstore.uwex.edu/Lawn-Garden-C2.aspx

Wisconsin Public Television Garden Expo

The Garden Expo is held each year in Madison, Wisconsin, attracting thousands of individuals from all across the United States. The expo holds various seminars and workshops to enhance individual's knowledge of gardening and related topics. Vendors and other exhibitors also add to the mix, providing interesting displays and items for the visitors to check out.





FEEDS: Food and Ecosystem Education Demonstration Sites

A project by the UW-Extension to connect various gardeners throughout the area who are working to develop community gardens. The project works to provide resources and education to community gardens and those involved with them. Individuals can browse through an extensive list of community gardens throughout the state to find one located in their area. An email list serve is also available to join to connect the various gardeners across the community. http://feeds.uwex.edu/index.cfm













Growing Power

The last remaining registered farm in the city of Milwaukee, Growing Power is also a non-profit organization that teaches techniques in sustainable agriculture and provides hands-on training for developing community control over food systems. Growing Power makes fresh local produce accessible to food-insecure communities. Chief Executive Officer Will Allen has taught farming and food processing to thousands of students and helped launch more than 25 urban gardens, some in the poorest counties in the U.S. as well as internationally. Growing Power trains urban and rural farmers in sustainable, year-round, growing techniques. Growing Power also offers youth programs in Milwaukee and Chicago, where children learn about sustainable urban food systems, organic produce, and the importance of eating healthy and being physically active. For more information visit: http://www.growingpower.org/Index.htm

Rent a Garden

There are various gardens throughout Milwaukee County and the rest of the state that rent plots to individuals for a fee. To find a location in your area or for more information visit:

http://milwaukee.uwex.edu/urbanag/gardenrental.cfm

Horticulture Help Line

The UW-Extension and Master Gardeners offer a help line for Milwaukee Country residents to call from 9 am to Noon Monday through Wednesday. The number is 414-256-4664. For more information on this service, visit: http://www.uwex.edu/ces/cty/milwaukee/hort/consumer/H ortLine.cfm



Wisconsin 4-H Youth Development

4-H provides an opportunity for youth to become involved with various projects that promote the attainment of leadership, citizenship, and life skills. Specifically, 4-H offers opportunities for youth to investigate various gardening techniques, such as growing vegetables, fruits, and other plants. For more information on the program and projects, visit: http://www.uwex.edu/ces/4h/index.cfm

Milwaukee Urban Gardens

Milwaukee Urban Gardens (MUG) supports efforts of community groups wishing to start or sustain neighborhood gardens by negotiating long term lease agreements with the City of Milwaukee. MUG leads the development and preservation efforts by facilitating land acquisition, resource development, and helping groups develop local leadership and beneficial collaborations. For more information on this program, visit: http://milwaukeeurbangardens.org/













Farm Fresh Atlas of Southeastern Wisconsin

The atlas provides listings of all farms and farmer's markets within Southeastern Wisconsin. The atlas is available at various businesses, libraries, and other local events. The atlas is also available for download at: http://www.farmfreshatlas.org/southeast/index.htm

Milwaukee Victory Gardens

Join the movement to raise your own food by installing a raised-bed garden in your backyard. Be amazed at what you can grow so close to your kitchen, the exceptional tastes you'll savor, and the money you can save. Milwaukee Victory Gardens will design and build raised beds on your property to get you going in the grow-it-yourself movement. Michelle Obama planted her Victory Garden on the White House lawn. Why shouldn't you do the same in your yard? It's never too late to start. For more information, visit: http://milwaukeevictorygardens.com/

Community GroundWorks at Troy Gardens

Welcome to Troy Gardens, a unique development integrating people and nature in Madison, Wisconsin. On 31-acres of urban property, Troy Gardens integrates mixed-income green-built housing, community gardens, an organic farm, and restored prairie and woodlands. Community GroundWorks at Troy Gardens, in partnership with the Madison Area Community Land Trust and the Center for Resilient Cities, is dedicated to developing, managing and stewarding Troy Gardens. Visit, learn and enjoy at http://www.troygardens.org/















Diggin' in the Dirt

Ever notice your neighbor's well-kept yard? The details are hard to miss: grass that never strays taller than two inches, bright flowers that go unthreatened by overzealous weeds, colorful vegetables that peek out of bushes arranged in straight rows and, yes, the gardener with the smiling face and the well-developed muscles to show for it.

That's right—muscles. Gardening can burn an average of 300 calories per hour and is an effective form of resistance training.

Never would have thought it? Most people say they garden for the fun of it. However, according to the experts, moderate-intensity exercises such as gardening and walking, done most days of the week, provide a sufficient amount of physical activity to lower your risk for heart disease, cancer, diabetes and high blood pressure.

Whether your goal is a manicured lawn or to be able to walk out your back door and pick the vegetables for dinner, there are a number of books in your local library and bookstore that can tell you what and how to plant and how to feed and maintain your garden or yard. Once that step is done, you can focus on getting both you and the ground in shape.

Work Those Muscles

Remind yourself that the tasks of gardening require the use of muscles that may not have been active for awhile. But if you start off slowly, you can avoid the back strains and soreness that come from repeating the same motion for hours at a time.

Plan on gardening three times per week for 30 minutes to an hour. To work on your upper body, try turning your compost pile and pulling weeds by hand. Raking and hoeing trains your upper arms, shoulders, chest and back, while digging targets your thighs and glutes.

And you can get your heart pumping by taking a turn or two around the yard with a push mower.

Oh, My Aching Back

A little prevention goes a long way when it comes to avoiding sore gardening muscles. It is essential that you use proper form when gardening. Start by warming up with a short 10-minute walk to prepare your body. Next, remember to use good posture and positioning to avoid injury, and keep all of your motions smooth and steady.













No matter what activity you are performing, always keep your abdominals firm to help maintain good back alignment.

An aching back is a common post-gardening complaint. This can be remedied by using your legs, not your back, and keeping your knees flexed when lifting wheelbarrows or heavy planters.

When digging with a shovel, don't twist your back. Instead, lift your front foot, point it in the right direction, and turn your body. Keep your knees bent and alternate which foot you lead with to help you focus on your movements.

Concentrate on your breathing as well. Don't hold your breath and be sure to exhale as you exert force. For example, exhale as you lift a heavy load and inhale as you lower it.

Reap What You Sow

Gardening is something you can enjoy throughout your life. Go back to that image of your gardening neighbor. Remember the smile?

Gardening is an activity that feeds the mind. So get outdoors, breathe fresh air, feel creative, tone your muscles and cleanse your thoughts.

You're sure to reap the boundless rewards offered by the sight of the first blooms, or the taste of the vine-ripened vegetables you've nurtured to maturity.

Additional Resources

CBS News—Gardening as Exercise:

www.cbsnews.com/stories/2002/07/12/earlyshow/contributors/minnalessig/main515010.shtml

National Gardening Association—Eating Well

www.nationalgardenmonth.org/index.php?page=storyline03

About.com: www.exercise.about.com/b/2008/05/07/getting-ready-for-yard-work.htm

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Nutrition Information for Parents and Caregivers

A nutritious and balanced diet is one of the most important components of leading a healthy and active lifestyle. A poor diet can lead to the development of various health conditions such as¹:

- Hypertension
- Type 2 diabetes
- Overweight and obesity
- Osteoporosis

- Constipation
- Malnutrition
- Cancer
- Cardiovascular disease

A healthy diet can consist of many types of food. When choosing what foods to eat and drink, make sure to choose a variety of nutrient-dense foods from all of the food groups listed below. MyPyramid and DASH are both healthy meal plans that emphasize the following²:

- Fruits and vegetables
- Whole grains
- Fat-free or low-fat milk and milk products
- Lean meats, poultry, and fish
- Nuts, seeds, and legumes
- Low amounts of saturated fats, trans fats, cholesterol, salt, and sugar

For more information on these two food plans, consult www.mypyramid.gov and www.mypyramid.gov</a



The amount of calories an adult needs varies by age and activity level. To find out the amount of calories you should be consuming, consult the 2005 Dietary Guidelines for Americans or MyPyramid. Make sure that you do not exceed your recommended calorie range; repeatedly taking in more calories than you need results in weight gain and a variety of other health problems such as obesity.

As a parent and caregiver, it is extremely important that you follow a nutritious and balanced diet in order to serve as a role model for your children. When they see you enjoying eating healthy and nutritious foods, they will be more motivated and excited to eat healthy and nutritious foods too! By being a role model of a balanced diet, you can pass on valuable skills and knowledge that your child can use the rest of their life!

You can act as a role model for a balanced and nutritious diet in many ways:













- Promote fruit and vegetable consumption by making sure you and your children get the recommended amounts each day.
- Get your children excited about healthy eating by letting them pick out nutritious foods while at the grocery store.
- Gather fun, new recipes and make them together!
- Search out a new and exotic food each week, and then find out its nutritional benefits.

When it comes to role modeling a nutritious and balanced diet, the possibilities are endless!

Sources:

1: U.S. Department of Health and Human Services and U.S. Department of Agriculture. Dietary Guidelines for Americans, 2005. 6th Edition, Washington, DC: U.S. Government Printing Office, January 2005.

2: CDC. (2009). *Healthy Eating for a Healthy Weight*. Retrieved June 26, 2009, from http://www.cdc.gov/healthyweight/healthy_eating/index.html.



Here are some links to various organizations and websites with ideas for you and your family on how to eat a more nutritious, balanced diet:

Centers for Disease Control and Prevention: Nutrition for Everyone

The CDC provides great information on basic nutritional concepts. It includes explanations of the food groups as well as information on categories such as proteins, carbohydrates, vitamins, and minerals. Links are also provided to other important information concerning nutrition and healthy diets on the web, such as MyPyramid. http://www.cdc.gov/nutrition/everyone/index.html

Dietary Guidelines for Americans

This site houses the 2005 Dietary Guidelines for Americans. It breaks down the recommendations of leading health authorities by category, into areas such as carbohydrates, protein, fats, and adequate nutrients within calorie needs. The site also provides other resources to enhance one's ability to develop a nutritious and balanced meal plan. http://www.health.gov/dietaryguidelines/

MyPyramid

Mypyramid contains information on the food pyramid, with areas dedicated to describing the food groups of the pyramid and recommended servings of each group. The site also provides tools to help individuals determine caloric needs based on their age, sex, height, weight, and physical activity level. The site offers great ideas for how to incorporate healthy foods and physical activity into your diet. http://www.mypyramid.gov/













National Heart Lung and Blood Institute: Portion Distortion

This site provides an interactive game to test your knowledge on portion sizes. Other resources such as a serving size card and menu planner are provided to help individuals remain conscientious about portion sizes while consuming and preparing foods.

http://hp2010.nhlbihin.net/portion/

American Heart Association: Delicious Decisions

An excellent database of healthy, family-friendly recipes to bring new and exciting twists into eating healthy and balanced meals.

http://www.americanheart.org/deliciousdecisions/jsp/home/home.jsp?_req uestid=6157949

Fruits & Veggies — More Matters™

This is an excellent site about ways to increase you and your family's fruit and vegetable consumption. You can determine the amounts of fruits and vegetables you should be eating based on your age, sex, and physical activity level. There is also an excellent recipe database, which is a great resource to add more healthy components to you and your family's diets. A wonderful listing of why fruits and vegetables are so important to your health is also on the site.

http://www.fruitsandveggiesmatter.gov/index.html

A Healthier You

Another great recipe site, based on the 2005 Dietary Guidelines for Americans. http://www.health.gov/dietaryguidelines/dga2 005/healthieryou/html/recipes.html



Small Step

This site provides great information on how to make changes in you and your family's lifestyle to eat and live better. There are lists of recipes and resources that will help you to improve your nutrition and become a better role model for your children in the process. One of the best parts of the site is the health tips of the day section, which provides a new and interesting way to incorporate a healthy diet into your lifestyle. http://www.smallstep.gov/eat_better.html

American Dietetic Association Eat Right Nutrition Tips

This section of the ADA website provides tips on several nutrition related topics, from *Healthy Eating on the Run* to 25 *Healthy Snacks for Kids*. http://www.eatright.org/Public/content.aspx?id=206













Breastfeeding

Breastfeeding has many important health benefits for both mother and child. For the mother, breastfeeding has been shown to decrease the risk of breast and ovarian cancer, as well as the risk of type 2 diabetes. Also, breastfeeding can speed the return of uterine tone and stop post-birth bleeding, among other things. For the child, breastfeeding can lower the risk of respiratory infections, type 2 diabetes, and sudden infant death syndrome (SIDS).

Breastfeeding has also been associated with a reduced chance of pediatric overweight; with an estimated 15% to 30% reduction from breastfeeding. This is extremely important, as it offers all of us an opportunity to promote breastfeeding to help work towards the prevention of childhood obesity.

There are many things individuals can do to promote breastfeeding within their agency or community:

- Encourage mothers to breastfeed by talking with them about the benefits of doing so
- Promote breastfeeding by offering breastfeeding-friendly areas within your workplace, agency, or community
- Support those mothers and families breastfeeding by talking with them about any concerns they may have
- Teach mothers tips on how to breastfeed their child successfully



Below is a list of coalitions and agencies located in the Milwaukee community that promote breastfeeding:

Milwaukee County Breastfeeding Coalition

Contact: Mary Shaw

414-219-5387

Contact: Jodi Klement

414-227-4918

African American Breastfeeding Network of Milwaukee

Contact: Dalvery Blackwell

414-219-3210













Here are some helpful websites that provide more information on how to promote and encourage breastfeeding within your community:

Loving Support Makes Breastfeeding Work™

Loving Support is a national promotional program implemented at the state WIC levels that is used to increase the support, acceptance, and promotion of breastfeeding. The program offers various informational materials, as well as pilot programs in several states. Resources are also available for information on how to work towards creating breastfeeding friendly communities and worksites. For more information visit: http://www.nal.usda.gov/wicworks/Learning_Center/loving_support.html

Work and Pump

A site devoted to providing tips and resources for working mothers trying to breastfeed. Information is provided on the basics of breastfeeding, boosting milk supply, and common concerns while breastfeeding. For more information visit: http://workandpump.com/

An Easy Guide to Breastfeeding for African American Women

Developed through a partnership of the United State Department of Health and Human Services and the African-American Breastfeeding Alliance, this resource provides guidelines, answers to frequently asked questions, and simple charts to help you work towards being comfortable with breastfeeding: www.womenshealth.gov/pub/BF.AA.pdf

La Leche League

An excellent source of information on breastfeeding and its associated topics. Information is geared towards several audiences, such as health professionals and lactating mothers. Forums are also available for individuals to ask questions and seek specific answers. For more information visit: http://www.llli.org/

- Once at website:
 - →Click on the Resources tab
 - → Then click on Answer Pages under the Help section
 - Here you will find various answers to breastfeeding and parenting questions.

Got Mom?

A great website for mothers and their families to learn about breastfeeding. Lots of resources are available, such as current research and information on why breast is best. For more information visit: http://www.gotmom.org/













Other Breastfeeding Resources

June 2009

National

National Women's Health Information Center.

http://www.4women.gov/breastfeeding/index.cfm?page=home "Breastfeeding - Best for Baby. Best for Mom." This website has La Leche League International trained Breastfeeding Peer Counselors who can help with common breastfeeding questions on issues ranging from nursing positions to pumping and storage, and provide support to make breastfeeding a success. The Helpline (available in both English and Spanish) is open to nursing mothers as well as their partners, families, prospective parents, health professionals and institutions seeking to better educate new mothers about the benefits of breastfeeding. Call 1-800-994-9662, Monday through Friday, 8 a.m. to 5 p.m., CST.

CDC Guide to Breastfeeding Interventions (2005) Provides state and local community members information to choose the breastfeeding intervention strategy that best meets their needs for supporting breastfeeding in many different arenas, including worksites, medical systems, and family settings. HHS Blueprint for Action on Breastfeeding (2000). The first comprehensive US breastfeeding promotion plan. The CDC Guide and HHS Blueprint can be found at: http://www.cdc.gov/breastfeeding/index.htm

United States Breastfeeding Committee. Many publications, including "Breastfeeding in the United States: A National Agenda (2001)," and statements on breastfeeding and obesity, cost benefits of breastfeeding and links to other resources: http://www.usbreastfeeding.org

Breastfeeding Position Papers:

Position of the American Dietetic Association: Promoting and Supporting Breastfeeding: http://www.eatright.org/ada/files/serve.pdf (2005) Updated Position Paper (2009):

http://www.eatright.org/Media/content.aspx?id=10715&terms=position+paper
American Academy of Pediatrics Policy Statement "Breastfeeding and the Use of Human Milk" (2005)

http://aappolicy.aappublications.org/cgi/content/full/pediatrics;115/2/496
American Academy of Family Physicians Breastfeeding (Position Paper)
http://www.aafp.org/online/en/home/policy/policies/b/breastfeedingpositionpaper.
html (2005)

Breastfeeding Promotion and Support in the WIC Program – NWA 04-001, (2004)













Wisconsin

Wisconsin WIC Program. Each county in Wisconsin is served by a local WIC Project. Each local WIC Project has a Breastfeeding Coordinator that is responsible for promoting and supporting breastfeeding within the WIC Project. Some WIC clinics have Breastfeeding Peer Counselors – mothers who have breastfed and have been trained to help other women learn to breastfeed. A list of all WIC Projects can be found at

http://www.dhfs.state.wi.us/WIC/localproject/cliniclocations.htm

La Leche League is an international, nonprofit, nonsectarian organization dedicated to providing education, information, support, and encouragement to women who want to breastfeed. All women interested in breastfeeding are welcome to attend the monthly Group Meetings or call a Leader for breastfeeding help. La Leche League of Wisconsin also provides health care professionals with continuing education opportunities and access to the latest research on lactation management.

To find LLL groups in Wisconsin http://www.lalecheleague.org/Web/Wisconsin.html













Milwaukee County

Hospital Lactation Clinics

(Call the hospital where you delivered)	
Aurora Sinai Medical Center	219-5387
Aurora Women's Pavilion West Allis	328-6234
Children's Hospital of Wisconsin	266-1757
Columbia-St. Mary's Hospital	291-1440
Froedtert Memorial Lutheran Hospital	805-3995
St. Francis Hospital	647-5383
St. Joseph's Regional Medical Center	447-2262

WIC Clinics

(For participants, ask for the Breastfeeding Coordinator or I	Breastfeeding Peer
Counselor)	
Aurora	219-3210
City of Milwaukee Health Department286-8803	
Cudahy/Greenfield Health Department769-2229	
MLK Heritage Health Center372-90)29
Seeds of Health	.385-5611
16 th Street Community Health Center643-7554	
Wee Care	449-8460
West Allis/Wauwatosa Health Department302-8642	

Community Resources

African American I	Breastfeeding Alliance	e267-3622
La Leche League	(available 24 hours).	297-9595

Private Practice	
(Telephone or home consultation, fee for	service)
Marcia Barritt, IBCLC, RLC	(262)782-6814
Debbie Pollesch, RN, IBCLC, RLC	940-9262
Meredith Weir, IBCLC	444-4233

Breast Pumps

To find the rental station nearest you, call:

Hollister, Inc	1-800-323-4060
Medela, Inc	1-800-835-5968

Helpful Web Sites

<u>www.breastfeeding.com</u>
www.workandpump.com
www.aabaonline.com
www.breastfeedingonline.com
www.medela.com

www.4women.gov www.lalecheleague.org www.birthden.com www.promom.org www.hollister.com



Talk to the People Who Know How to Breastfeed

The first days of breastfeeding are full of new experiences for you and your baby. Ask lots of questions to be sure breastfeeding is off to a good start. Be patient with yourself and your baby. Breastfeeding becomes easier with practice and experience. If you have questions or concerns about breastfeeding, call someone from the list on the back of this card.

Here are some common concerns that may lead you to call a breastfeeding specialist:

- I am worried that my baby isn't getting enough breastmilk.
- My nipples or breasts are sore.
- Threed information about a breast pump or how to keep breastfeeding.
- Thave a breastfeeding question or concern.

How to Tell if My Baby is Getting Enough Breastmilk:

- My baby is breastfeeding 8-12 times each 24 hours.
- During the first 2-3 days, my baby is having at least 2 wet diapers every 24 hours. Once my milk becomes more plentiful on the 3rd or 4th day after birth, my baby is having at least 5-6 wet disposable diapers every 24 hours.
- During the first six weeks, my baby has at least 3-4 bowel movements every 24 hours.
- My baby ends the feedings, after at least 10 minutes of swallowing; he comes off my breast and looks content.
- My breasts feel full before feeding and soft after feeding.
- Breastfeeding my baby is comfortable.
- My baby has regained his birth weight by 10-14 days and is gaining about 6 ounces per week.

This card may not be revised or reproduced without permission from
The Milwaukee County Breastfeeding Coalition 12/07

mcbc_milwaukee@yahoo.com













Peer Role Modeling

Peer role modeling (youth to youth) is another effective means of passing on healthy behaviors and lifestyles to other youth. It has been shown that peer role modeling is an effective evidence-based best practice for increasing fruit and vegetable consumption and physical activity. This section provides a wealth of information to enhance the behaviors and knowledge of youth so that they can become better and more effective peer role models.

Ready-to-use curriculum modules are included, which are aimed at increasing the skill level of peers in order to become more effective role models for one another. Various tools and educational materials are also included to provide a means of self-assessment for the peer's own health habits and for ideas on how to engage in a healthy and active lifestyle.

Curriculum

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Sources

^{1:} King, KA, Tergerson JL, Wilson BR. Effect of social support on adolescents' perceptions of and engagement in physical activity. *J Phys Act Health 2008*; **5**(3): 374-384.

^{2:} Anderson N, Wold B. Parental and peer influences on leisure-time physical activity in young adolescents. Res Q Exerc Sport 1992; 63: 341-348.

^{3:} Horne PJ, Tapper K, Lowe CF, Hardman CA, Jackson MC, Woolner J. Increasing children's fruit and vegetable consumption: a peer-modeling and rewards based intervention. *E J Clin Nut* 2004; **58**: 1649-1660.













Peer Role Modeling Curriculum:

Youth Take Charge!

Youth Take Charge! is a program designed to educate and train youth to promote healthy fruit and vegetable snacks to other peers and families through food demonstrations and tasting samples prepared by youth presenters. The goal is to train youth to become peer role models of healthy eating habits and to have them present their knowledge and expertise at various community events to encourage others to engage in similar behaviors.

An adult mentor teaches the youth about the importance of eating healthy foods. The mentor also teaches the youth how to make several healthy fruit and vegetable snacks. The youth are then taught how to do a food demonstration using a script and food models. Once the youth have mastered how to conduct a food demonstration, they are then ready to do food demonstrations of the same snacks in front of an audience at community events. The youth prepare the healthy snacks for individuals at the events, and invite them to come up and sample the foods. The youth provide rating sheets for the individuals to rate how much they liked each of the foods tasted. In this way, the youth are being role models for their peers by promoting the consumption of fruits and vegetables.

The following pages include the *Youth Take Charge!* materials and template forms needed to successfully implement the program. Samples of forms previously used are included to give individuals a better idea of what to include when developing their own.

Youth Take Charge! has been included with permission from Yvonne Greer, MPH, RD, CD, Nutritionist Coordinator, City of Milwaukee Health Department. For more information on Youth Take Charge!, and other nutrition and wellness topics, please contact Yvonne at ygreer@milwaukee.gov or visit http://www.city.milwaukee.gov/nutrition.













Youth Take Charge! Suggested Timeline of Events

2 months Market program to school and after school programs; Recruit

youth to become involved with the program; Plan peer

training sessions; and gather a variety of fruit and vegetable

recipes for sampling at trainings.

1 month Secure educational materials, conduct trainings; have youth

in program taste and rate fruit and vegetable snacks, and

select recipes to demonstrate at community events.

1 month Develop scripts and practice demonstrations; develop

calendar of presentation times and locations; secure

preceptor commitment and parent permission.

1.5 months Conduct youth-led food demonstrations at community events

and other selected youth sites.

.5 months Data evaluation and completion of final project report











A template of a letter for parents and caregivers asking permission for their child to attend the program:

YOUTH TAKE CHARGE!

Dear Parent of:
We would like to invite your son/daughter to become a peer leader and join in our special summer program, <i>Youth Take Charge!</i> This is a project of in collaboration with <i>Youth Take Charge!</i> will educate your child to promote healthy fruit and vegetable snacks to his/her peers and families through food demonstrations.
Two sessions will be scheduled for youth peer leaders to participate in assigned groups with an adult mentor. Each youth peer leader will take part in at least one food demonstration program. All youth peer leaders will participate in the
Each youth peer leader will receive upon completion of the <i>Youth Take Charge!</i> program. Parents will need to arrange for their child's transportation to and from the scheduled events, and to accompany their child while at the
Attached is a Peer Leaders Permission Slip for your signature. Please sign and return to your child's If you have any questions, please contact at at
We look forward to your child's participation in Youth Take Charge! this summer.
Sincerely yours,













We build strong kids, strong families, strong communities.

A sample of a letter previously used for the program:

YOUTH TAKE CHARGE!

Dear Parent of:
We would like to invite your son/daughter to become a peer leader and join in our special summer program, <i>Youth Take Charge!</i> This is a project of the Milwaukee County Nutrition and Physical Activity Coalition in collaboration with the City of Milwaukee Health Department and the Y-After School program. <i>Youth Take Charge!</i> will educate your child to promote healthy fruit and vegetable snacks to his/her peers through food demonstrations.
Five sessions will be scheduled for youth peer leaders to participate in pairs with an adult mentor. Each youth peer leader will take part in at least one community food demonstration program. All youth peer leaders will participate in the Family Fitness Showcase at Wisconsin State Fair on Saturday, August 5.
Each youth peer leader will receive free State Fair admission for themselves and one accompanying adult on August 5. Each peer leader will also receive \$25 award upon completion of the <i>Youth Take Charge!</i> program. Parents will need to arrange their child's transportation to and from the scheduled events, and to accompany their child while at the August 5 Family Fitness Showcase at the state fair.
Attached is a Peer Leaders Permission Slip for your signature. Please sign and return to your child's instructor at the Y-School Age (after school) program. If you have any questions, please contact at
We look forward to your child's participation in Youth Take Charge! this summer.
Sincerely yours,

Yvonne Greer, MPH, RD, CD Nutritionist Coordinator Adolescent Community Health Program City of Milwaukee Health Department











A template of the presentation outline for the adult mentor teaching the group of youth that will be trained to become peer mentors:

Youth Take Charge!

	With
Introduction: Questi	on: Do you know what a "Nutritionist" does?
Answe	er: They teach people how to eat healthy foods!
Project:	We need your help to teach people that fruits and vegetables can be healthy and really taste good, tooif prepared correctly.
	Here is how you can help:
	• Taste test fruit and vegetable recipes. Rate them and select the one you like best—You be the Judge!
	• Youth Chefs: Learn how to do a food demo of your healthy snack: Practice in the classroom.
Summer Programs:	With your parents permission, up to students will be selected to do their snack at the <i>Youth Take Charge!</i> Peer Workshop at and also at the
	For your help you will receive:
	•
	Also, a YOUTH POLL (survey) will be given out to see what youth feel they would like us to do in the future to help them learn more about how to stay healthy.
	 Any kids you see at the Peer Workshop will be asked to fill out a Youth Poll.
	• All that complete the poll will be given a free fun gift, such as a jump rope.











Youth Take Charge! Sign-in Sheet

Date

Date	
Name	Name
1	20
1.	30.
2.	31.
3.	32.
4.	33.
5.	34.
6.	35.
7.	36.
8.	37.
9.	38.
10.	39.
11.	40.
12.	41.
13.	42.
14.	43.
15.	44.
16.	45.
17.	46.
18.	47.
19.	48.
20.	49.
21.	50.
22.	51.
23.	52.
24.	53.
25.	54.
26.	55.
27.	56.
28.	57.
29.	58.













Recipes that may be used for the youth demonstrations of fruit and vegetable snacks:

Bird's Nest Salad

Ingredients:

- √ 1/3 cup grated carrots
- √ 5 or 6 grapes
- √ 1 tsp. salad dressings

Instructions:

- 1. Place grated carrot in a bowl and add salad dressing, stirring to moisten.
- 2. Place carrot mix in a mound in the center of the plate; make a hollow in the carrot nest with the back of a spoon.
- 3. Place grapes in the nest for eggs.
- 4. Cut grapes in half for children under aged 2.

Nutty Banana Boats

Ingredients:

- ✓ 1 banana
- √ 3 teaspoons chunky peanut butter
- ✓ 1 teaspoon wheat germ
- √ 2 teaspoons unsweetened shredded coconut
- √ 2 teaspoons raisins

Instructions:

- Peel banana and cut in half the long way.
- 2. Spread $1\frac{1}{2}$ teaspoons of peanut butter on each half.
- 3. Sprinkle half of wheat germ on each banana half.
- 4. Sprinkle half of coconut on each half.













Apple Cheese Squares

Ingredients:

- √ 12 graham cracker squares
- √ 2 tablespoons light cream cheese
- √ 1 apple, cut into 12 slices
- √ 2 tablespoons unsweetened shredded coconut

Instructions:

- 1. Spread each graham cracker with $\frac{1}{2}$ teaspoon cream cheese.
- 2. Put 1 apple slice on top and sprinkle with $\frac{1}{2}$ teaspoon coconut.
- 3. ENJOY!

Bugs on a Log — Vegetable Sticks

Ingredients:

- √ 1 celery stick
- ✓ 1 carrot stick
- ✓ 1 apple
- √ 2 tablespoons Cheez Whiz
- ✓ 2 tablespoons Peanut Butter
- √ 2 teaspoons raisins
- √ 2 teaspoons sunflower seeds

Instructions:

- Wash and cut apples into quarters using a paring knife. Take out the core.
- 2. Wash the vegetables.
- 3. Use vegetable peeler to peel carrot.
- 4. Cut celery and carrots lengthwise into "logs."
- 5. Spread Cheez Whiz or peanut butter on celery, carrots and apples.
- 6. Sprinkle with "bugs" (raisins or sunflower seeds).













The Big Dipper — Vegetable Party with Dilly Dip

Ingredients:

- √ 1 cup cottage cheese
- $\sqrt{\frac{1}{2}}$ cup plain yogurt
- √ 1 green onion
- √ ½ teaspoon dried dill weed
- \checkmark $\frac{1}{4}$ teaspoon lemon juice
- ✓ Pinch salt
- ✓ Pinch pepper
- ✓ Cucumber, carrots, celery, broccoli, mushrooms, red or green pepper

Instructions:

- 1. Wash and finely chop onion.
- 2. Mix together green onion, cottage cheese, yogurt and spices in a bowl.
- 3. Wash the vegetables.
- 4. Peel the carrots.
- 5. Cut the carrots, celery and red pepper into strips.
- 6. Cut the broccoli into florets.
- 7. Slice the cucumber.
- 8. Organize vegetables on plates surrounding the bowl of dip.

Wrap Ups

Ingredients:

- √ 4 tortillas, 5" diameter
- √ 1 teaspoon low-fat mayonnaise
- ✓ 1 teaspoon low-fat sour cream
- √ ½ cup chopped or grated vegetables (tomato, red pepper, cucumber, carrot, onion, zucchini) or cooked dried beans
- √ 2 tablespoons grated cheese

Instructions:

- 1. Mix mayonnaise and sour cream. Spread on one side of tortilla.
- 2. Top with $\frac{1}{4}$ cup chopped vegetables and grated cheese.
- 3. Fold the tortilla in half or roll it up for a sandwich on the go.

Recipe Sources:

- Krazy Kids in the Kitchen: John C. Cudahy 2004 Annual Cookbook
- Physical Activities and Healthy Snacks for Young Children: Team Nutrition Iowa
- The Joy of Snacks: Good Nutrition for People Who Like to Snack by Nancy Cooper, R.D.













The shopping list for the previously listed recipes:

Youth Take Charge! - Shopping List

This shopping list is for the recipes: Apples Squares, Bugs on a Log, and Vegetable Wrap Ups and covers approximately 5 to 8 individuals.

Youth Take Charge Shopping List:

Graham Crackers – 1 box

Light Cream Cheese – 1 16 oz. container

Shredded Coconut (one medium bag)

Apples (Gala, Red Rome, or McIntosh) – about 12 apples should cover the two recipes

Celery – 1 bunch

Natural Smooth Peanut Butter (oil on top) (Holsum, Smuckers) – 1 Jar

Raisins – one 16 oz box

Sunflower Seeds - 1 bag

Tortillas, Whole Wheat – 1 package of 8

Tortillas, White – 1 package of 8

Low-Fat Mayonnaise – 24 ounces

Low-Fat Sour Cream – 16 ounces

Grated Cheese (Cheddar or Mozzarella/Cheedar mixed) - 3-4 cups

Assorted Vegetables:

Zucchini - 3

Tomatoes – 4 on the vine

Carrots – one 2 lb. bag should cover the two recipes

Red Pepper - 2

Red Onion – 1 large











Signs that can be used to denote the recipes being made at the various stations during the presentation:

Carrot

Birds

Nest



Nutty Banana Boats











Apple Squares











BUGS











Vegetables

&

Dip





















A template of a survey that can be used for the youth and audience to rate the healthy foods that they were able to try:

Youth Take Charge Recipe Survey

RECIPE	YUCK! Hate It! 1	Not Too Good 2	Well, Okay 3	Good 4	The BEST! Love it! 5
Carrot Birds Nest					
Nutty Banana Boats					
Apple Squares					
Bugs on a Log					
Vegetables & Dip					
Wrap-Ups					

R 5-29-2007











A template of a script for the youth while they are giving their food demonstrations:



Youth Take Charge!

Food Demonstration Script

Hello, my name is	
I'myears old, in thegrade, and attend	·
Today I will be showing you how to makefruit/vegetable (circle one) snack.	, a
I like this snack because for you too. It contains lots of and	_ and it's so good
But, before we get started we will need to	_ our hands.
 First, you will need to gather all of the things for making the things of bowls and pans needed (review from recipe Forks, spoons or knives needed (review from recipe to the following form). 	pe sheet)
For my recipe,, I will be using the fol (Read out loud the list of foods from the recipe sheet)	lowing foods
(Begin making the recipe. Say out loud what you are doir reading off recipe)	ng at each step by
And now, let's taste a sample and you be the judge! (pas sample to the group)	s out snack
Remember, eating and can taste great, too And, when it comes to <i>Fruits and Vegg Matters!</i>	be healthy and iesMore











A template for a healthy habits poll to find out health behaviors of youth and other programs that they might like to attend:

YOUTH TAKE CHARGE!Healthy Habits Poll

Age: _	_ Grade_	School:		Home Zip Code
Please chec	k the boxes	that best descri	be you	ı, your interests, and your activities
What are	e you doir	ng to stay he	althy	<i>ı</i> ?
☐ I eat☐ I exe☐ I cho☐ I deal☐	rcise/play ha ose foods th I with anger a	its and vegetable of at least 5 time	es a w ealthy f in a po	reek. for me every day. ositive way.
What to	pics would	d you like to	learı	n more about?
□ W □ D □ C	utrition. /eight loss. rug or alcoh ooking healtl elf-esteem an			Exercise and fitness. Dealing with anger and being upset Other:
What	types of e	vents might	you	attend?
□ H □ E> □ Sp □ M □ Yo □ An □ gr	artial arts cla	ng classes. es es as a player. esses. ation classes. ment		groups/classes. Health/Wellness support groups/classes Other:











An evaluation of the Youth Take Charge! program:

Youth Take Charge! Training Evaluation

Please circle the number (5 being the highest rating) indicating your evaluation of the presentation on the following areas:

Objectives	Rating				
1. The group was put at ease.	1	2	3	4	5
2. Presenter was knowledgeable about the subject.	1	2	3	4	5
3. I learned something new from this training	1	2	3	4	5
4. The information was easy to understand	1	2	3	4	5
5. I will make at least one of the recipes again	1	2	3	4	5
6. I will share this information with others.	1	2	3	4	5

Additional Comments:













Peer Role Modeling Curriculum:

Wisconsin Nutrition Education Network

The Wisconsin Nutrition Education Network strives to provide positive, accurate nutrition information to the residents of Wisconsin. The network has developed and implemented various nutrition curriculums, programs, and materials at the state and local levels. The network provides a wealth of materials on a variety of topics, from how to vary your veggies to ways to be active in all kinds of weather. Other materials available include displays, tip sheets, and handouts. The materials available are for all ages, from young children to adults and seniors.

This section showcases a lesson plan from one of the programs developed- *Stepping Up to a Healthy Lifestyle*. This specific lesson plan is designed for use with children age eight to eleven, and concerns the importance of eating the right amounts of fruits and vegetables each day. The lesson provides children with the necessary means to become better role models for their peers and other youth on why it's important to eat nutritious foods such as fruits and vegetables.

This lesson plan is included with permission from the Wisconsin Nutrition Education Network. Other excellent and engaging curriculum and materials are available to download from the Wisconsin Nutrition Education Network's website at http://www.nutrisci.wisc.edu/nutrinet/home.html.

Navigate trough this website by scrolling your cursor over the topics on the left hand side of the page listed as:

- Learner-Centered Approaches to Education
- Vary Your Veggies- Tips for Busy Parents
- Stepping Up to a Healthy Lifestyle
- Walk, Dance, Play... Be Active Every Day!
- Jump 'n' Jive... Come Alive with Fruit!
- From there, sub topics will pop up in a green highlighted box.
- Scroll your cursor over the sub topic and click on the sub topic for more information

For more information, please contact Betsy Kelley, MS, at kelley@nutrisci.wisc.edu or UW-Extension at http://www.uwex.edu/ces/wnep/index.cfm.



Stepping Up to a Healthy Lifestyle

5-Cups-A-Day for Fruits and Vegetables



OBJECTIVES

After this session, youth (8-11) will identify reasons why it is important to eat fruits and vegetables. They will know how many cups of fruits and vegetables they should get each day.



PREPARATION

- Copy the "5-Cups-A-Day for Fruits and Vegetables" Tips & Tasks sheets for each participant.
- Bring a soft ball or beanbag for icebreaker.
- Activity 1: Bring paper plates and napkins or paper towels for participants. Thoroughly wash a variety of fruits and vegetables and cut up into small pieces. Include both new and familiar fruits and vegetables. Put a toothpick in each piece of fruit and vegetable.
- Activity 2: Bring a sheet of paper in each of the following colors: red, orange, yellow, green, blue, purple. Bring markers or crayons in bright colors.



START UP

- Icebreaker: Have the group stand in a circle. One person throws a soft ball or beanbag to another person and says their name and the name of a fruit or vegetable starting with the same letter. Make sure everyone gets a turn.
- If lessons are taught in a series, discuss last week's Tips & Tasks sheets.



WHAT TO SAY

What do fruits and vegetables do for our bodies?

- They give your body energy for working and playing.
- They are important for healthy skin and a good complexion.



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- Crunchy vegetables help keep your teeth and gums healthy.
- They supply your body with water.

Why should we eat fruits and vegetables?

- Fruits and vegetables taste good!
- Fruits and vegetables are fun to eat. They are colorful, have different textures and flavors.
- They are easy to prepare some you can just wash and eat.
- They even come in their own "package" their skin for carrying along.
- They are available in many different ways fresh, frozen, canned, and dried. It's fun to try a familiar fruit or vegetable in a new way.

How many fruits and vegetables should we get each day? 5 Cups A Day! Try for 3 cups of vegetables and 2 cups of fruit.

During the next week, draw a fruit or vegetable that you eat each day in the chart on the Tips & Tasks sheet. There is a list on the sheet with some suggestions. Are there other fruits or vegetables that you like to eat?



WHAT TO DO (Choose one or more)

ACTIVITY 1 - Tasting

- 1. Have participants wash their hands. Place the plates of bite-sized samples of fruits and vegetables on a table. Ask for a volunteer to distribute the paper plates and napkins or paper towels.
- 2. Have the participants take a bite-sized sample of each fruit and vegetable. Have everyone taste the food at the same time. Talk about where the fruit or vegetable comes from. After they have tasted the food, discuss the following questions:
 - Do you know what fruit or vegetable you just tasted?
 - How would you describe the food? Was it soft? Crunchy? Sweet?
 - Do you eat it at home?
 - Would your family like to eat this?
 - Have you seen or tasted this food in different forms (frozen, canned, in a casserole, etc)?
 - Would you include it in your 5 Cups A Day?

ACTIVITY 2 - Colors

- 1. For large groups, divide into teams or pairs. Give one sheet of colored paper and some markers or crayons to each team. Have teams come up with as many fruits and vegetables according to their color as they can. Older kids can write names of fruits and vegetables on their sheet and younger kids can draw pictures.
- 2. Discuss the lists from the activity above. What are people's favorites? Which ones do they eat at home? At school? Ask a few different volunteers to pick 5 Cups A Day from the lists the group made. Discuss nature's convenience foods – no preparation needed – most fruits and many vegetables.



HEALTHY HABITS FOR HEALTHY KIDS

With a parent, read pages 4 and 5 in Healthy Habits for Healthy Kids What is one thing your family could do to eat more fruits and vegetables each day? Draw a picture of your family doing this. Write a sentence telling what you will do.



EVALUATION

Use Tools 11 and 14 from the Youth Curriculum Sourcebook evaluation set.



ADDITIONAL RESOURCES

www.fruitsandveggiesmorematters.org

More Matters! offers healthy messages and tips about eating more fruits and vegetables. Look at Why Fruits & Veggies for information about specific fruits or vegetables and Healthy Resources for additional activities

http://www.cdc.gov/spanish/temas/vida.html offers healthy recipes, nutrition information and advice for Spanish speaking audiences

This lesson was adapted from Eating Better & Moving More: A Guidebook for Older Americans Act Nutrition Programs, developed by Nancy Wellman, Barbara Friedberg, Dian Weddle, Leon Cuervo, Neva Kirk-Sanchez, and Barbara Smith of the National Policy & Resource Center on Nutrition & Aging, Florida International University, 2003.



EXTENSION WNEP education is supported by the USDA Food Stamp Program, UW-Extension, FoodShare Wisconsin, and local partners. In Wisconsin, FoodShare can help provide a healthy diet. To find out more about FoodShare, call your local FoodShare office. 8/2/2005













Tips & Tasks

Try for 2 cups of fruits and 3 cups of vegetables each day! Look for ways to get lots of different colors.		Dip pieces of fruit in yogurt.
☐ Drink 100% juice or eat fruit at breakfast.		Munch on baby carrots while you do your homework.
☐ Ordering a sub? Add a new veggie – tomato, green peppers, or even cucumbers!		Jazz up your instant oatmeal with a mashed banana, a handful of raisins, or put some canned peaches on top.
☐ Try a new kind of soup. Try minestrone, vegetable, or tomato.		Dare yourself to try a new veggie at dinner.
☐ Instead of soda pop or a sugared fruit drink, have glass of 100% orange juice.	a	

Draw one fruit or vegetable you eat each day this week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday













Physical Activity: Ideas for Being Active: Youth

Being physically active is an important part of leading a healthy lifestyle. You can act as a role model for your friends and peers by engaging in the right amount and kinds of activities. If your friends see you participating in fun and exciting activities, they will want to join in too! You can be a peer role model by teaching others new and fun activities, or by getting a group of friends together to play a game instead of watching T.V. or surfing the Internet. Show them how much fun it is to be healthy and active!

The U.S. Department of Health and Human Services recommends at least an hour of physical activity per day for children.¹ Physical activity should include aerobic, strengthening, and stretching exercises.¹ The following are some activities that might be fun for you and your friends to try:

- Walking
- Running
- Biking
- Rollerblading
- Swimming
- Dancing

- Jump Roping
- Tag
- Four Square
- Kickball
- Football
- Soccer

- Basketball
- Baseball
- Volleyball
- Gymnastics
- Softball
- Tennis

Remember, participate in activities that you enjoy and that are safe for someone your age! Keep trying new things to make exercising fun and exciting!

For some more cool ideas on activities that you and your friends can try to keep moving, visit some of these websites:

BAM! Body and Mind

This site has lots of ideas for new activities for you and your friends. You can create a fitness calendar to plan out your activities, and learn the basics of all the activities complete with expert kid advice! http://www.bam.gov/index.html



The President's Challenge

This site has a large list of different physical activities that you and your friends can do. It also has an activity log so you can keep track of what you have been doing. Best of all, you can enter the President's Challenge and win various awards for being active!

http://www.presidentschallenge.org/













Let's Just Play

This site allows kids to join the Let's Just Play challenge to positively impact their health habits. You can download the challenge tracker to monitor your own or friends progress. The site also gives ideas for healthy recipes and activities, and allows you to assess your own health habits to see areas where you can improve.

http://www.nick.com/myworld/letsjustplay/

Dole SuperKids

This site gives lots of great information for you and your friends about the benefits of physical activity. It also provides a list of activities you can engage in to be a role model for your peers. The site also has lots of information on nutrition, including a cookbook and fruit and vegetable encyclopedia.



http://www.dole5aday.com/html/kids/Get%20Moving.html

Kidnetic

This site offers tons of great ideas for different activities you and your friends can do to make sure you are exercising. The site lists activities for different times when you think you might not have anything to do, such as when it's cold outside or when you are stuck at home. There are even interactive, aerobic games that you and your friends can do together, while competing for the best score. The site also has areas about other important healthy behaviors such as eating nutritious meals and snacks.

http://www.kidnetic.com/BrightPapers/?c=Fitness

Children's Health Education Center

A great resource for kids, with lots of interactive games and information to learn more about healthy behaviors and lifestyles. Learn about the importance of nutrition and balancing calories eaten and expended. Take part in the interactive game 3210 Blast Off with the rest of your family and friends, and see who can achieve the best results! A wealth of other information is also available on a variety of health topics.

http://www.bluekids.org/teensandkids/index.asp

Sources:

1: 2008 Physical Activity Guidelines for Americans, U.S. Department of Health and Human Services













Physical Activity Assessment¹: Youth

Are you and your friend's active enough? Take this quiz to find out if you need to get out and get movin' more often!

	Yes	No
Do you exercise for 60 minutes each day?		
Do you engage in aerobic activities?		
Do you engage in muscle strengthening activities?		
Do you engage in bone strengthening activities?		
Do you take advantage of opportunities to be active?		
Do you get your heart pumping and lungs breathing hard?		
Do you encourage others to be active and exercise?		
Do you exercise and play instead of sitting in front of the T.V. or computer?		
Total		

Scale: Total number of "yes" answers

- **6-8:** Great job! You are an excellent role model for others of someone who is leading a healthy and active life. Keep up the good work!
- **3-5:** Not too bad, but you could still work harder to make sure that you are getting enough exercise. Grab a friend and start being active! Show all your friends and peers how much fun it is to exercise and be healthy!
- **0-2:** You need to step up your exercising! It is really important to make sure you are getting enough physical activity each day. Ask a parent or friend to help you figure out ways to add physical activity into your day!

Sources:

1: U.S. Department of Health and Human Services. (2008). 2008 Physical Activity Guidelines for Americans Summary. Retrieved June 18, 2009, from http://www.health.gov/paguidelines/guidelines/summary.aspx















Ten Fun Fitness Summer Activities for Kids

Summer is here and children need to stay active, healthy and busy during their break from school.

Parents need to encourage their children to warm up properly and use dynamic stretches that mimic their sport activity. Parents should tell children never to play through any type of pain or make winning the reason for playing any sport. Let them choose the activity and keep the focus on having fun.

To keep kids moving, the American Council on Exercise suggests 10 fun fitness summer activities.

- 1. Soccer—This highly active game involving both agility and teamwork has grown increasingly popular in the U.S. in recent years. To keep kids injury free, be sure they are geared up in appropriate protective equipment, such as shin guards. Soccer players should also wear shoes with cleats or ribbed soles to prevent slipping.
- 2. Martial arts—With a variety of forms to choose from, martial arts are a great way to get kids involved in a sport that incorporates strength, coordination and mental discipline. Proper training and equipment to prevent injury are a must.
- 3. Bike riding—Bicycle riding is a fun activity for the whole family. Experts suggest that children ride on sidewalks and paths until they are at least 10 years old, show good riding skills and are able to follow the rules of the road. Helmets, of course, are a necessity for both children and adults.
- **4. Swimming**—Nothing beats splashing around a pool with friends, and swimming offers the benefits of a full-body workout for both young and old. The American Academy of Pediatrics recommends swimming lessons for children ages four and up, although classes are available for babies and toddlers as well.
- **5. Basketball**—Whether it's a round of HORSE, a game of one-on-one or a full-court competition, basketball is ideal for developing hand-eye coordination and teamwork. Encourage children under the age of seven to use a smaller foam or rubber ball, and lower the height of the basket if possible.
- **8. Board sports**—Whether snowboarding in the winter, surfing in the summer or skateboarding year-round, kids love to be on the board. Injury risk, however, is higher for these sports. For both snowboarding and skateboarding, kids should wear helmets to prevent head injuries, and surfers or boogie-boarders should always be accompanied by an adult.
- **9. Jumping rope**—Jumping rope is still a favorite on most playgrounds. Whether alone or in a group, jumping rope challenges both coordination and stamina.













10. Ice skating/inline skating—Ice skating, inline skating and hockey can be both fun and safe, as long as appropriate protective gear such as a helmet, wrist guards and knee pads are worn. Hockey players should wear a helmet with foam lining and a full facemask; a mouth guard; pads for shoulders, knees, elbows and shins; and gloves.

Additional Resource

American Council on Exercise: *Youth Fitness* by Avery D. Faigenbaum & Wayne L. Westcott: http://www.acefitness.org/acestore/p-295-youth-fitness-aces-group-fitness-specialty-series.aspx

About the Author

This ACE Fit Fact is taken from ACE FitnessMatters® magazine. Want more information like this delivered directly to your home? ACE FitnessMatters, the bi-monthly magazine from the American Council on Exercise® (ACE®), is the source for the most accurate, up-to-date fitness information you need to live a healthy, active life. Subscribe to ACE FitnessMatters Magazine online or call 1-888-825-3636.

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Nutrition Information for Youth

Eating a nutritious and well-balanced diet is a very important part of leading a healthy and active lifestyle. A healthy diet not only contributes to normal growth and development, but also to the prevention of health problems such as obesity.¹

You can act as a role model for your friends and peers by eating and drinking healthy foods and beverages. When your peers see you enjoying healthy and nutritious foods, they will want to eat them too! You can be a peer role model by teaching others the importance of following a healthy diet, or by showing others new ways to make nutritious snacks. Show all your friends and peers how much fun it is to eat a healthy and balanced diet!



Some of the foods you should be eating come from the following food groups:2

- Grains
- Vegetables
- Fruits

- Milk
- Lean meats and beans



Make sure that you talk with an adult such as your parent or teacher to find out more about how you can eat a well-balanced diet. Check out the 2005 Dietary Guidelines for Americans for more information on the types and amounts of foods you should be eating.

For some more cool ideas on how you and your friends can eat healthy, check out these websites:

MyPyramid

The MyPyramid website has lots of information on how you and your friends can lead healthy and active lifestyles. The site has materials specifically designed for kids, so you can learn about nutrition in a fun and interactive way. Check out the MyPyramid Blast Off Game, where you can keep track of the food you eat each day and see if you are following MyPyramid.

http://www.mypyramid.gov/kids/index.html

Fruits & Veggies — More Matters™

This site provides some great ideas on how to add more fruits and veggies to your diet each day. You can check out the interactive tools section, where you can get nutritional information on foods you eat normally, as well as recipes that can help give your favorite foods a healthier twist. Don't forget to check out the fruit and veggie of the month section! http://www.fruitsandveggiesmatter.gov/index.html













Fruit and Veggie Color Champions™

Another great site for cool new ideas on how to eat a healthy and balanced diet! Play cool games with friends to learn more about the food pyramid and why eating lots fruits and vegetables is so important. Download pictures, stickers, and other kits to decorate and color with your friends.

http://www.foodchamps.org/

Kidnetic

An interactive site that gives lots of information on nutrition and other healthy behaviors. Check out the "Bright Papers" section for information on different parts of nutrition, such as the importance of breakfast and portion control. Don't miss the recipes section that gives great ideas on fun dishes and snacks you and your friends can try to make! http://www.kidnetic.com/

empowerME

This online community promotes peer role modeling of healthy behaviors. Once you become a member of the site, you can access awesome tips and downloads about ways to incorporate healthy eating into your lifestyle. Other great resources and ideas are available to help you become a better peer role model too!

http://www.empowerme2b.org/

BAM! Body and Mind

Another interactive website that provides cool information and games to help you and your friends learn more about nutrition and healthy lifestyles. Play the "Dining Decisions" game to learn more about making nutritious food choices. You can also quiz yourself on your nutrition knowledge. Also check out the "Under the Microscope" section, where you and your friends can read the nutrition facts label on foods. http://www.bam.gov/sub_foodnutrition/index.html

American Dietetic Association Nutrition Fact Sheets

This ADA fact sheet has 25 healthy snack ideas for youth. http://www.eatright.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=108

<u> 25</u>

Sources:

1: U.S. Department of Health and Human Services. *The Surgeon General's call to action to prevent and decrease overweight and obesity*. Rockville, MD.: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2001.

2: U.S. Department of Agriculture. (2009). *Inside the Pyramid.* Retrieved July 1, 2009, from http://www.mypyramid.gov/index.html













Display and Printed Materials

One of the best ways to promote role modeling by parents, caregivers, and youth is to provide interactive displays with positive messages and information. The following organizations provide display materials that can be easily downloaded from their websites and printed for use within your agency.

Wisconsin Nutrition Education Network

Various campaigns have been developed by the network, such as *Walk*, *Dance*, *Play...Be Active Everyday!* For each campaign, materials are available to download. You can access interactive displays, posters, clip art, and tip sheets.

http://www.nutrisci.wisc.edu/nutrinet/index.html

- Navigate trough this website by scrolling your cursor over the topics on the left hand side of the page listed as:
 - Vary Your Veggies- Tips for Busy Parents
 - Stepping Up to a Healthy Lifestyle
 - Walk, Dance, Play... Be Active Every Day!
 - Jump 'n' Jive... Come Alive with Fruit!
- Each of these topics offer display materials
- Scroll your cursor over any of the four topics above and click on Materials highlighted in a green box, for more information

Team Nutrition

Team Nutrition also has developed a variety of programs with materials available to download on their website. Eat Smart. Play Hard.™ has various posters, brochures, handouts, and other campaign materials available. The resource library has a listing of all of the campaigns run by Team Nutrition, as well as links to materials and displays that can be downloaded and used within your agency. http://teamnutrition.usda.gov/librarv.html













Community Resources

This is a listing of various programs, opportunities, and resources available throughout the Milwaukee community which promote the idea of obesity prevention through role modeling by parents, caregivers, and peers. If you know of a program or resource not on this list, please contact us to have it added.

Name: Neighborhood House

Description: Offers a wide variety of social, educational and recreational programs spanning the life cycle: from Early Childhood Services, to Youth and Teen Programs, to our Outdoor and Environmental Education Program, Community Learning Center, International Learning Center and Adult and Family Program. Youth programs on various topics such as cooking and physical activity allow children to learn new skills and add to their knowledge of healthy and active lifestyles, while passing on these attributes to other peers.

Contact Information:

Programs Leah Schlichtholz (414) 933-6161 2819 W. Richardson Place Milwaukee, WI 53208 http://www.nh-milw.org/

Name: Citywide Nutrition and Physical Activity Project

Description: A collaboration between Neighborhood House and other community centers in the area, Citywide Nutrition and Physical Activity Project strives to educate families about the importance of healthy lifestyles. The focus has been on making healthy food choices and regular physical activity the norm for families. Other initiatives targeted by the various agencies have been healthy snacks, healthy family fun nights, less soda, and healthy offerings from vending machines.

Contact Information:

Citywide Nutrition and Physical Activity Project
Sarah O'Connor
(414) 933-6161
soconnor@nh-milw.org
http://www.nh-milw.org/index.php?option=com_content&view=article&id=105













Name: NEW Kids™ (Nutrition, Exercise and Weight Management for Kids)

Description: The NEW (Nutrition, Exercise and Weight Management) Kids™

Program at Children's Hospital of Wisconsin is geared toward a holistic treatment of pediatric overweight for children ages 2-18. It involves a coordinated effort of nurse practitioners, psychologists, dietitians, physical therapists and physicians. The NEW Kids™ Clinic at Children's Hospital of Wisconsin offers a multidisciplinary team to care for and design individual treatment plans for children with medical problems caused by being overweight. The NEW Kids™

Clinic only sees patients with medical co-morbidities and by physician referral.

Contact Information:

To refer a patient:

Kathy Kavemeier, Scheduling Coordinator

Phone: (414) 266-6864

Fax: (414) 266-4709 (referral form available at www.chw.org/newkids)

Questions: email NEWKids@chw.org or call 414-266-7555

Name: NEW Kids at the Y

Description: NEW Kids at the Y is a community-based program that takes place at four centers of the YMCA of Metropolitan Milwaukee. This program provides families with basic nutrition, behavior change and exercise education in a comfortable, family-friendly atmosphere. NEW Kids at the Y is open to children who are overweight, without a medical co-morbidity. This program does require physician clearance for participation. NEW Kids at the Y is a cooperative program of the NEW KidsTM Program at Children's Hospital of Wisconsin and YMCA of Metropolitan Milwaukee. Referral form for NEW Kids at the Y is available at www.chw.org/newkids. More information available at: http://www.chw.org/display/PPF/DocID/28020/Nav/1/router.asp

Contact Information:

Northside YMCA

(414) 265-9622 FAX (414) 374-9459 1350 W. North Ave Milwaukee, WI 53205

Schroeder YMCA

(414) 354-9622 FAX (414) 354-0309 9250 N Green Bay Road Brown Deer, WI 53209-1199

Southwest YMCA

(414) 546-9622 FAX (414) 546-9630 11311 W Howard Ave Greenfield, WI 53228-1899

West Suburban YMCA

(414) 302-9622 FAX (414) 778-4955 2420 N. 124th St. Wauwatosa, WI 53226-1093

Questions: e-mail NEWKids@chw.org or call 414-266-7555













Name: UW-Extension Nutrition Education

Program: Expanded Food and Nutrition Education Program (EFNEP)

Description: We offer basic nutrition education to limited income parents with children under 19. If you qualify for WIC, HeadStart, Free/ Reduced School Lunch, or Food Stamps you qualify for EFNEP. Participants complete a series of 8 sessions and receive a certificate of completion for their accomplishment. Topics include healthy eating, reading food labels, physical activity, stretching your food dollars and others. The sessions are learner centered and engaging. Incentives are provided at sessions, and at the end participants receive a recipe book of easy to make meals/ snacks. Classes are available in Spanish, English, and Hmong.

Contact Information:

Rosamaria Martinez, RD, MBA Nutrition Coordinator 414-256-4680 Or Jeni Appleby Nutrition Educator Teaching Coordinator 414-256-4682

Milwaukee County UW-Extension 9501 W. Watertown Plank Rd, Bldg A Wauwatosa, WI 53226

Name: Walnut Way

Description: There are many environmental projects happening at Walnut Way. They offer tours to residents, school groups, and adults who would like to learn more about urban environmental activities. Walnut Way shares their knowledge, experiences, and love of our planet with others. Educational programs are also offered, on such things as production gardens and fruit orchards.

Contact Information:

Walnut Way Conservation Corp. 2240 North 17th Street Milwaukee, WI 53205 walnutway@gmail.com http://www.walnutway.org/













Name: Growing Power

Description: Growing Power is the last remaining registered farm in the city of Milwaukee; it is also a non-profit organization that teaches techniques in sustainable agriculture and provides hands-on training for developing community control over food systems. Growing Power makes fresh local produce accessible to food-insecure communities. Will has taught farming and food processing to thousands of students and helped launch more than 25 urban gardens, some in the poorest counties in the U.S. Growing Power also offers youth programs in Milwaukee and Chicago, where children learn about sustainable urban food systems, organic produce, and the importance of eating healthy and being physically active.

Contact Information:

Growing Power & Rainbow Farmer's Coop 5500 W. Silver Spring Drive Milwaukee, WI 53218 Heather Ryan heather@growingpower.org

Name: Healthy Families Project

Description: The Healthy Families Project strives to decrease obesity and chronic disease rates among urban families on Milwaukee's north side. Various activities are offered such as sports and physical activity, educational workshops on nutrition and healthy lifestyles, health screenings, and a fitness center.

Contact Information: Dwight Williamson 414-449-1757

Name: America SCORES Milwaukee

Description: The focus of this program is to enhance children's writing and speaking skills, and to improve physical fitness and wellbeing through soccer activities. The program provides 20 weeks of programming, with 120 hours of additional exercise compared to the school day. Various curriculums are used, specifically designed around literacy and soccer, which include several health lessons.

Contact Information:

America SCORES Milwaukee 7101 W Good Hope Road Milwaukee, WI 53223 414.358.2510













Below are more programs throughout the country that promote obesity prevention through role modeling. Check them out for ideas and tips on how to become a better role model yourself!

Name: California Adolescent Nutrition and Fitness (CANFit)

Description: Engages communities, and builds their capacity to improve the nutrition & physical activity status of low income, multi-ethnic youth 10-14

years old.

Contact Information:

Ms. Arnell Hinkle Executive Director 2140 Shattuck Ave. Suite 610 Berkeley, CA 94704 510-644-1533 ext. 12 www.canfit.org

Name: CHOC/Community Action Partnership

Description: Variety of activities promoting improved nutrition and increased physical activity for all ages in a community setting; meal preparation (150-200 meals a week), physical activities, classes, clubs, teams, policy and advocacy trainings.

Contact Information:

Ms. Dolores Barrett
Director Partnerships and Services
12635 Hoover Street
Fullerton, CA 92841
714/899-3684 ext. 105
www.capoc.org/

Name: Fit Kids

Description: FIT KIDS is a community education program for children identified as overweight by their physician age 6-12 and their families. The program goals are to help the family make lifestyle changes in regards to nutrition, nutritional choices and the relationship between the parent and child around food; and in regards to increasing the level of physical activity for everyone in the family.

Contact Information:

Mrs. Beth Passehl Program Coordinator III 1655 Tullie Circle Atlanta, GA 30329 404-785-7236 404-785-7243(fax) beth.passehl@choa.org http://choa.org/

Name: Healthy Children Healthy Futures













Description: Program is intended for underserved young people, ages 9-12, and their families. Based on the 8 Habits of Healthy Kids, it provides youth with the opportunity to learn about healthy eating and physical activity and motivates them to create compelling messages (in the format of print, radio or animation) to encourages their peers to do the same.

Contact Information:

Ms. BJ Carter, Program Director 428 East 72nd Street New York, NY 10021 212-794-4900 ext 194 bcarter803@aol.com

http://www.healthychildrenhealthyfutures.org/

Name: Kaiser Permanente

Description: Theatre programs to inspire children, teens and adults to make informed

decisions about their health and to build stronger, healthier neighborhoods.

Contact Information:

Ms. Molly Jackson, Coordinator 815 Colorado Blvd. Suite 103 Los Angeles, CA 90041 323/259-5525 www.kp.org/etp

Name: Peer Nutrition Program

Description: Public health program that utilizes the "Train the Trainer" model in which community workers are trained to facilitate nutrition and skill building workshops to the culturally diverse population.

Contact Information:

Ms. Vida Stevens, MSC, RD Toronto Public Health 416-338-8395

http://www.toronto.ca/health/peernutrition/index.htm

Name: Nutrition Peers

Description: McKinley Health Center at the University of Illinois at Urbana-Champaign is designed to promote student leadership by utilizing students to provide health and wellness education to their peers.

Contact Information: McKinley Health Center 1109 South Lincoln Avenue Urbana, Illinois 61801

http://www.mckinley.uiuc.edu/Units/Health Ed/peer.htm













Environmental Change Action Planning

Addressing role modeling within your organization is an important component of childhood obesity prevention. Interventions must take into account the intricate relationship of the individual with his or her environment. Especially pertinent is the socio-ecological model and its levels of influence¹:

Individual: personal knowledge, attitudes, skills

Interpersonal: family, friends, peers

Organizational: rules, regulations, and policies that affect behaviors

Community: social networks and norms between organizations and groups

Public policy: local, state, and federal laws

These levels of influence should be taken into consideration when developing and implementing policies and other prevention strategies, especially as they relate to obesity prevention and the creation of a supportive environment to facilitate healthy behaviors.

Below are several resources that take into consideration the socio-ecological model while working towards obesity prevention. The resources will help facilitate prevention strategies within your community. A planning tool is also included to aid in developing interventions that impact the various levels of influence of the socio-ecological model.

A **Call to Action** is available for both agencies and individuals to guide you in becoming more involved in obesity prevention through role modeling.

Sources

^{1:} National Cancer Institute. (2005). Theory at a Glance: A Guide For Health Promotion Practice (2nd ed.). Retrieved July 6, 2009, from http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf













Call to Action: Agencies

How my agency can help to promote role modeling.

My agency will promote role modeling by parents, caregivers, and peers as an
effective strategy to prevent childhood obesity.
We will utilize the Role Modeling Action Guide as a resource tool in parent
workshops, presentations, and seminars offered by our agency.
 Our agency will use the various educational materials and self-assessment tools provided in the guide to enhance peer knowledge of role modeling healthy behaviors.
 We will showcase interactive displays within our agency to promote role modeling.
 We will hold a training session for educators and employees within our agency on how to use the Role Modeling Action Guide.
 My agency will promote the Role Modeling Action Guide to other agencies and organizations that we are affiliated with.
 _ Other
Please describe the ways in which you plan to implement the Role Modeling Action Guide within your agency:
Contact Information:
Name:
Agency:
Address:
Phone:
F-mail:













Call to Action: Parents and Caregivers

How I can help to promote role modeling.

F		
Nam Add	ne:ress:F	Phone:
	tact Information:	
		_
	ase identify one healthy behavior that you will role model for children and othe elp them learn about nutrition and physical activity:	r youth
	Other, please describe:	
	I will plan fun, physical activities that the whole family can do together.	
	I will encourage others to be active and exercise instead of watching T.V. or surfing the Internet.	
	I will show youth how to prepare healthy meals and snacks.	
	I will teach youth how to select healthy foods at the supermarket and at farm markets.	er's
	I will encourage others to eat a healthy and balanced diet.	
	I will promote a healthy and active lifestyle by living one myself.	
	I will assess my role modeling skills and identify areas that need work.	
	I will show others the benefits of nutrition and physical activity by being a good model.	od role
	I will pledge to be a role model for healthy behaviors to help stop childhood obesity.	













Call to Action: Peers

How I can help to promote role modeling.

I pledge to be a role model for healthy behaviors to help stop childhood obesity	y .
I will be a good role model by showing and telling others about nutrition and physical activity.	
I will promote a healthy and active lifestyle by living one myself.	
I will encourage others to eat healthy foods.	
I will teach other youth how to select healthy foods at lunch or the store.	
I will show others how to choose and prepare some healthy snacks.	
I will encourage others to be active and exercise instead of watching T.V. or surfing the Internet.	
I will try to get other family members to play and be active with me.	
Other, things I can do:	
What is one healthy behavior that you will role model for your friends and other you help them learn about nutrition and physical activity:	th to
Contact Information: (For Parents Only)	
Name:	
	one:
E-mail:	













COMMUNITY HEALTH IMPROVEMENT INTERVENTION PLANNING MATRIX *

Instructions:

Consider the range of possible approaches and fill in interventions that could be utilized to address the identified health issue at the individual/family, organization/institution, and community/systems levels. Include citations and source references for all interventions that are supported by scientific evidence.

APPROACHES	SPHERES OF INFLUENCE				
	Individuals and Families	Organizations & Institutions	Community & Systems		
Education Increasing awareness and knowledge about health issues and promoting healthy behaviors or conditions. Includes persuasive communication and social marketing.					
Social Environment Social infrastructure and norms that support healthy-or discourage unhealthy-behaviors and conditions.					
Physical Environment Physical structures that support healthy-or discourage unhealthy- behaviors and conditions.					
Policy Policies, rules, ordinances and laws that support healthy-and restrict or limit unhealthy- practices, actions and behaviors.					

^{*}Adapted from the Social Ecological Model and CDC Planned Approach to Community Health. Used with permission from the Healthy Wisconsin Leadership Institute.













Sample Policies and Professional Resources

A listing of various policies and resources available from organizations related to the prevention of childhood obesity.

Leadership for Healthy Communities Action Strategies Toolkit

The Leadership for Healthy Communities Action Strategies Toolkit outlines numerous policy strategies designed to reduce childhood obesity and create healthier communities. Eleven of the nation's most prominent policy-maker organizations were instrumental in creating this toolkit, and in the preface of this comprehensive resource, the organizations expressed their commitment to work collaboratively across levels of government to build healthier communities. Leadership for Healthy Communities, a national program of the Robert Wood Johnson Foundation, was created to support local and state leaders nationwide in their efforts to promote healthy, active communities and access to affordable healthy foods. The Action Strategies Toolkit is available at www.leadershipforhealthycommunities.org/actionstrategies.

What Works

A series of papers by the Wisconsin Department of Health Services and Nutrition, Physical Activity, and Obesity Prevention Program focusing on evidenced-based strategies to help people eat healthy and engage in enough physical activity. The papers focus on worksites, schools, healthcare, and communities. Each paper offers focus areas related to policy and environmental changes, with specifics on how each area can be addressed within the various setting.

http://dhs.wisconsin.gov/health/physicalactivity/index.htm

Physical Activity and Nutrition in the Community Setting

A list of resources available to communities to aid in preventing overweight and obesity. Several types of resources are available, such as capacity building, strategic planning, and community intervention resources. Within the community intervention resources section, a variety of topics are covered, such as breastfeeding, childcare, and healthcare. An excellent source of information and reference on physical activity and nutrition in a variety of community settings. http://dhs.wisconsin.gov/health/physicalactivity/Sites/Community/General/Index.h tm

CDC Nutrition Standard Fact Sheets

Using the findings of the Institute of Medicine report on competitive foods, Nutrition Standards for Foods in Schools, the Centers of Disease Control and













Prevention offer a set of fact sheets for use in developing strong nutrition standards that will improve the school food environment. These

fact sheets are designed to answer commonly asked questions about the report and provide recommendations for implementing the nutrition standards. The audience-specific fact sheets include:

For Parents, Guardians, Teachers, and School Staff

For School Boards, School Districts, and Other School Administrators

For School Nutrition Service Personnel

For Students

Wisconsin State Health Plan: Healthiest Wisconsin 2020

A public health agenda for the next 10 years in Wisconsin. The goal of the agenda is to influence public health policy, assure sustainable public health resource allocations, and protect the health and well being of Wisconsin residents.

http://www.dhs.wisconsin.gov/hw2020/













Guide Evaluation

How effective was each section of the guide in providing information and resources for reaching your audience? Please check the appropriate box.

	Did Not Use	Not Effective	Somewhat Effective	Effective
Role Modeling: The Basics				
Literature Review				
Parent and Caregiver Role Modeling				
Peer Role Modeling				
Display and Printed Materials				
Community Resources				
Sample Policies and				
Professional Resources				
Environmental Change Action Planning				

How effective were the different types of materials provided in the guide? Please check the appropriate box.

	Did Not Use	Not Effective	Somewhat Effective	Effective
Self-assessments				
Information Sheets				
Curriculum				
Showcases				
Resources Listings				

Were there any topic areas that you feel were omitted from the guide? If yes, explain.	please
What is something you feel this guide does well?	
What would you like to see the guide improve on?	













Special Thanks

Thank you to the following organizations, agencies, and individuals that gave permission for their materials to be showcased in the Role Modeling Action Guide:

> American Council on Exercise: Fit Facts American Dietetic Association City of Milwaukee Health Department Judy Springer, Ph.D. Wisconsin Nutrition Education Network Wisconsin Team Nutrition